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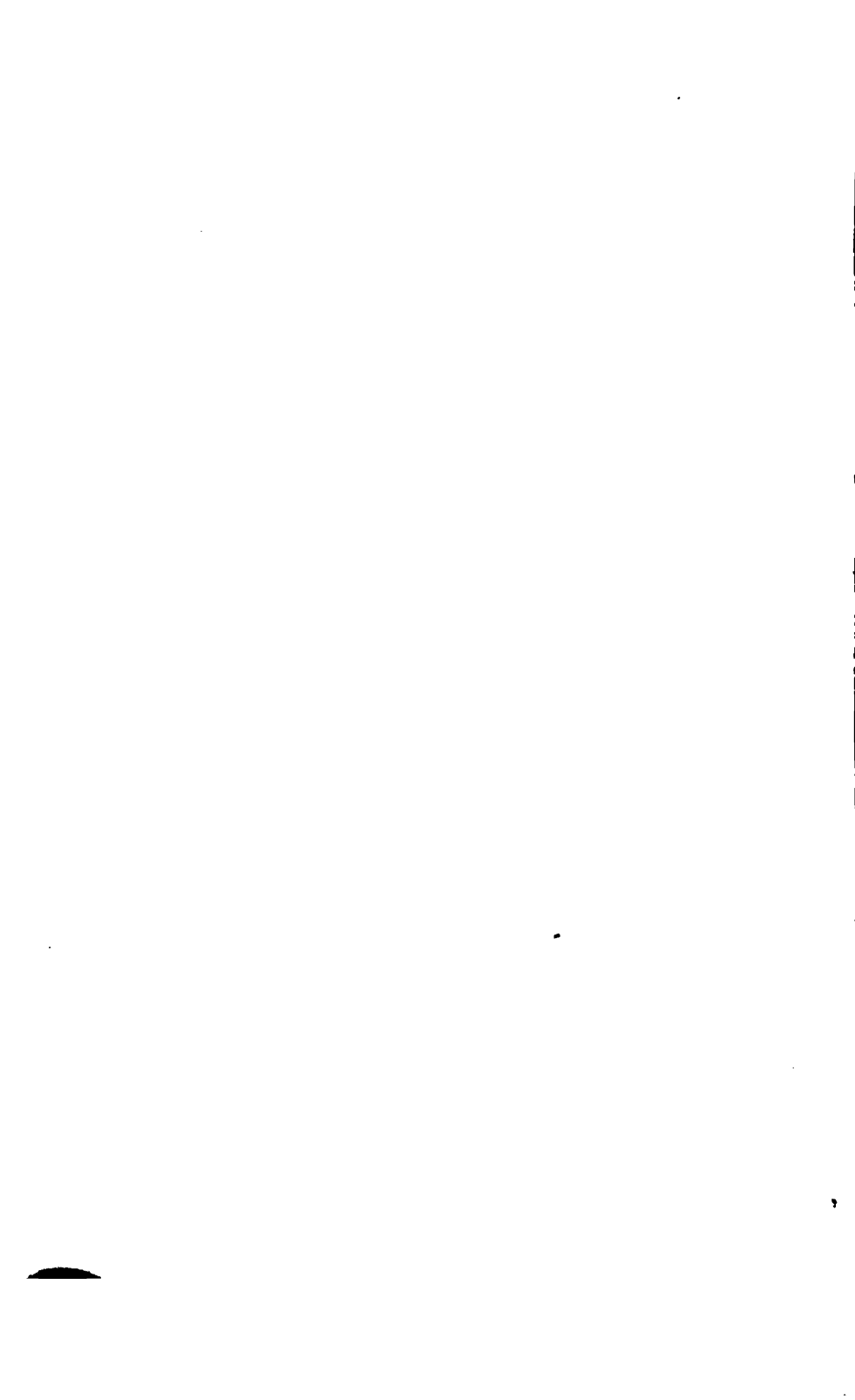
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INDIANA
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THE DOCTRINE OF CONCENTRATION.

S. S. PARR, SUPT. OF ST. CLOUD, MINN., SCHOOLS.

We have lately imported, from abroad, a good deal of raw material in education, of which a considerable portion consists of new terms for old ideas. Far be it from any one who is at all intelligent about our acquisitions in pedagogics from over the sea, (chiefly from the degree-giving area of the German universities), to minify the benefits derived from these sources. Our obligations to them are manifold. We have the advantage derived from seeing many phases of the educational problem wrought to a conclusion, to reach which here would certainly consume a full century more.

Most beneficial of all, by getting an outside view of ourselves, we become cognizant of our own rawness and crudity. In this regard, the country has had a tremendous awakening. The former spirit of self-gratulation has given place to a critical spirit of self-examination. Among the conditions which this analysis has uncovered is the disconnected quality of our education, out of which arises the fact that each subject has gone a way of its own, taking little or no account of the rest of the curriculum. To such an extent has this isolation of subjects gone on, that often there has been almost complete separation of the members of the same group, as reading, spelling, grammar, etc., of the language-group, or even between the different parts of the same subject, as civil government, economics and history. We are discovering that our methods of instruction have been too analytic and not sufficiently concerned with examination of the implications upon which generalizations are based.

We are also finding out that too little attention has been paid to the unity of the mind and of thought, out of which the broad likenesses of subjects arise. To the end of giving prominence to the common elements in series of subjects like the historical, the mathematical, the natural science, etc., groups, we have proposed, as a remedy for isolation of ideas, the principle variously named "concentration," "correlation," "organization." What is the nature of this?

There is the unity of the mind itself. The old psychology treated the mental powers as if they were a bundle of independent energies, each infinite and absolute in its sphere, the whole series of monads acting in some fortuitous way together. The new considers the mind as a unity with different modes of acting. The old ignored the sensuous basis of knowledge, and the importance of acquaintance with bodily and other material conditions. The new has its department of physiological psychology, which tends to revolutionize the whole field. Those who have learned their psychology under the shadow of a German university, and those who have been taught by them, are quite likely to overlook any other source than Herbart or Beneke, who, undoubtedly, were the originators of the new view, in Germany. But Thomas Brown, Dugald Stewart and James Mill, in one or another way, taught similar views in England, and did it quite independently of what went on across the North Sea.

Another unity in teaching is the logical coherence of subjects. There may be question as to what constitutes a "subject." In one sense, all history constitutes one theme. We thus speak of it as a subject. The development of particular countries forms special branches of history; thus there is the history of England, of France, of the United States, etc. Each is a "subject." The history of art, modern history, ancient history, and the like, each constitutes such branch of knowledge. The term "subject," in all expressions of this kind, signifies a group of facts bound together by generalizations of cause, place, likeness, etc. The correlation marked by the word is that of subordination to some one all-pervading conception, generally recognized as the ruling idea of that field of thought. Concentration applied to units of this kind requires discrimination of facts, and limits selection to such

as serve to illumine the governing thought. It also demands a systematic arrangement of the facts selected, so that they bear upon one another in the most effective way.

A third unity in instruction is that implied in the science which comprehends all others. The *scientia scientiarum* is of course philosophy. It is the doctrine of causes applied in its broadest sense. Philosophy, looked at in this way, seeks the unity implied in all knowledge, and traces, on the one hand, the common qualities and processes of mind which give origin to all subjects, and, on the other hand, the common relations of being or things on which this knowledge rests. At present, concentration is chiefly busied with the psychology of intelligence. Doubtless, later, it will take up and deal more specifically with being, or the actuality which underlies thinking. It is to be said that the main thesis or subject of writers like Darwin, Spencer and Huxley is this side of knowledge. They discuss the unity of objective fact which forms the subject-matter of allscience, but particularly the material sciences.

The greatest contribution of Herbartianism is a fourth unity, viz., that implied in giving instruction. Its questions are what view of the world shall school instruction take; what proportion of each group of sciences shall enter into the whole of instruction, what relation do the processes of mind bear to this view; and what instrumentalities render each process of acquisition effective. The unity of this phase of concentration gives rise to pedagogics. The themes with which such a science (when it exists) busies itself are the growth of mind, and the possibility of applying stimulation to such development.

By way of recapitulation, the unity of education comprises oneness of the mental energy, oneness of subjects or logical coherence, oneness of knowledge and being, or the teachings philosophy, and oneness of the stimulating process we call education. Is there any other? We are told about kinds of concentration which arise from counting grasshopper hoppers in arithmetic, studying poems of place in literature, to teach geography, and in geography to teach literature; from history in everything and everything in history. All this is good in its way, but its key is a minor one. Associations

of the kind named are helpful little devices in aid of memory, but they are not vital. The greater unities of mind, logic, philosophy, and training far outrank the clever little terms by which fortunate coincidences of idea here and there serve to fix one another in recollection.

THE PROSPECTIVE STATES.

JESSE W. BONNELL.

The rapid and substantial development of the southwest seems phenomenal, when considered in the light of its civilization a few decades ago. The speedy reclamation of the country within the boundaries of New Mexico, Arizona and Oklahoma from the ravages of the savage Indian tribes, and the transformation of what was formerly regarded as barren, worthless land into bustling cities and towns, and profitable farming land is unparalleled in the history of civilization. Twenty years ago there was not a railroad of importance within New Mexico, Arizona or Oklahoma. Fifteen years ago there were places in New Mexico and Arizona where the white man was in danger of his life from the Apache savage. All of the territories have now applied for admission to the Union, and Utah has been granted her Enabling Act. We give, in brief, a general sketch of each of the prospective states.

I.—UTAH.

The territory of Utah was organized September 9, 1850, from the territory acquired from Mexico by the treaty of Guadalupe Hidalgo, and embraced all west of the Rocky Mountains between parallels 37° and 42° to the California line. This area was reduced by the formation, in 1861, of the territories of Nevada and Colorado; in 1864 and 1866, by the extension eastward of the limits of the state of Nevada, and in 1868, by the formation of Wyoming Territory.

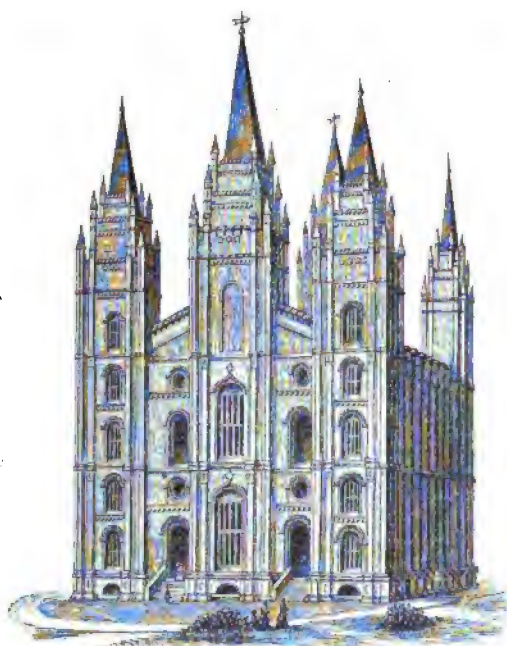
The greatest length of the territory from north to south is 345 miles. from east to west, 275 miles, its area being 84,970 square miles. The surface of Utah is divided into two parts by the Wahsatch mountains. The western part is known as the Great Basin, and none of its streams reach the ocean, as they

either flow into the salt lakes, which have no outlet, or are lost in the sands. The eastern part is drained by the Colorado River of the West. The Wintah Mountains cross its upper half.

The elevation is from 4,000 to 6,000 feet. Several of the mountain peaks rise above the line of perpetual snow, four of which reach an altitude of more than 13,000 feet. The lowest point in the territory is at St. George, where the altitude falls to 2,880 feet. The altitude at Salt Lake City is 4,334 feet; at Ogden, 4,303 feet; at Provo, 4,500 feet; at Logan, 4,500 feet.

The territory is rich in gold, silver, copper and lead. Iron and coal are found in considerable quantities. In the year 1892 there was produced 1,822,616 pounds of copper, 91,117,107 pounds of unrefined lead, 1,590,410 ounces of silver in bars, 7,379,246 ounces of silver in base bullion and ores, 1,151 ounces of gold in bars, 37,031 ounces of gold in bullion and ores. The total export value of the foregoing being \$11,152,879.87. In the production of precious metals Utah has the third place, being surpassed by Montana and Colorado. The fertile portions of the territory produce excellent crops. Irrigation, which was successfully introduced in 1886, is necessary to the greater part of the farming. Out of eleven thousand farms about ten thousand depend upon irrigation. Most of the farms average about thirty acres. There are only five irrigated farms of six hundred or more acres.

The population of Utah in 1850 was 11,380; in 1860, 40,273; in 1870, 86,786; in 1880, 143,963; in 1890, 207,905. Its present population is estimated at 235,000. Salt Lake City, the capital, has a population of near 60,000. In 1880 its population was 20,768; in 1890, 45,025. The chief objects of interest in Salt Lake City, of which we wish to make mention are the Mormon temples. The old temple, better known as the Tabernacle, is a massive wooden structure, 250 by 150 feet in dimensions. The ceiling of its immense roof is 65 feet above the floor, and is supported by 46 columns of sandstone. It will seat 8,000 people and its cost was \$500,000. The new Temple which was dedicated April 6, 1893, is built of granite, almost white. Its length is 186½ feet, its width, 99 feet. There are six towers, three on the east end and three on the west. The main tower at the east end, where the entrance is, is 222½



THE NEW TEMPLE.

feet high; the western tower is 219 feet high. The height of the building proper is 167½ feet. The cost is variously estimated from \$6,000,000 to \$12,000,000.

Ogden has a population of 22,500. Its population in 1880, was 5,276; in 1860, 14,919. It is the junction of the Central Pacific, the Union Pacific, the Utah Northern and the Utah Southern and the Rio Grande western railroads, and the greatest railroad center west of Chicago.

The condition of the common schools of Utah has improved greatly during the past few years. The new school law of 1892, making the district schools free to all of school age, is daily growing in popularity. The new law provides for the compulsory attendance of children from eight to fourteen years of age, for at least sixteen weeks in each school year, ten weeks of which shall be consecutive.

Section 65 of Article VIII reads: "No atheistic, infidel, sectarian or denominational doctrine shall be taught in any of

the district schools of this territory. Moral instructions tending to impress upon the minds of the pupils the importance of good manners, truthfulness, temperance, purity, patriotism and industry shall be given in every district school." The text books used in the district schools, as adopted in 1892, for a period of five years, are undenominational and are furnished by eastern publishers. Nearly all the books are familiar to Indiana teachers. There are 893 schools in the territory with 627 Mormon teachers and 377 non-Mormon teachers. There are 55,763 Mormon children between the ages of six and eighteen years, and 13,905 non-Mormon children.

Salt Lake City has 137 schools, 148 non-Mormon teachers 9 Mormon teachers and 4,244 non-Mormon and 6,307 Mormon school children.

Ogden has 45 schools, 47 non-Mormon and 4 Mormon teachers, and 1,797 non-Mormon and 2,204 Mormon school children.

There are 113 denominational schools, 26 of which are controlled by the Latter-Day Saints. The school lands are unoccupied and unproductive, and are of little value without irrigation.

The practice of polygamy is the one principal thing that has kept Utah out of the Union and hence we give a summary of the principal features of the Mormon question. After the murder of Joseph Smith by a mob, in 1844, Brigham Young became the recognized leader of the Mormons. In 1845 the Mormons were driven from Nauvoo, Ill., and were led by Young to Utah. During the following year Salt Lake City was founded. In 1850, Utah received a territorial government and Brigham Young was appointed governor for a period of four years. His opposition to the judges and other officers of the United States by having, in 1852, proclaimed "polygamy the celestial law of marriage," led President Fillmore, in 1854, to supersede him by Col. Edwin J. Steppe, who, however, soon resigned. Young then reigned supreme. He declared, "I am and will be governor and no power can hinder it, until the Lord Almighty says, 'Brigham, you need not be governor any longer.'"

Early in 1857, the Mormons, incensed because their territory was not admitted to the Union by the Thirty-fourth Congress,

began revolutionary proceedings. They destroyed the records of the United States Court in their district, and began to take measures toward setting up an independent government. President Buchanan, equal to the occasion, appointed Col. Alfred Cummings governor and sent 25,000 U. S. troops, under Col. A. Sidney Johnson to defend him and the Federal officers. Young forbade the army to enter the territory and, calling the people of Utah to arms, captured three of the supply trains. The troops reached Fort Bridger about the middle of November, and being deprived of supplies, were compelled to go into winter quarters.

The *Deseret News*, at about that time, contained a fragment of a discourse delivered by Heber Kimball, one of Young's twelve disciples, in which he is quoted as saying: "We are told in the good book that we should love our enemies, but I feel to hate my enemies, and I hate the President of the United States. And, my brethren, they tell us that the President is sending out an army of 25,000 men to chastise this people. Good God! I have wives enough to wipe out that army." In the spring of 1858 a reconciliation took place between the Federal Government and Utah, the President offering pardon to all Mormons who should submit themselves to the laws of the United States. But polygamy continued to thrive and flourish under the guidance of Brigham Young, who was, without much doubt, the prime originator of the "celestial law of marriage." The character of this man, and his regard for the government and people of the United States is shown by his words uttered in the Tabernacle during the darkest hours of the Civil War: "The men of the South pray to God for the destruction of the men of the North; the men of the North beseech God to bring destruction upon the men of the South; I say amen to both prayers." His favorite expression was: "We follow the form of a republic, but this is a kingdom." Not a great while before his death, which occurred in 1877, he declared that before twelve years he would dictate the person who would be elected President of the United States.

In 1862 Congress passed an act "to punish and prevent the practice of polygamy in the United States," but the law was of little avail. On March 22, 1882, the Edmunds Bill, provid-

ing for the suppression of polygamy in the United States, was passed, and is known as the Anti-Polygamy Act. In 1885, several persons were tried and convicted under this law, which was sustained by the United States supreme court.

By an Act of Congress of March 3, 1887, the corporation of the Church of Jesus Christ of Latter-Day Saints was dissolved and the attorney-general directed to take the necessary proceedings to close up the affairs of the corporation and escheat its real estate, held in violation of the Act of July 1, 1862. In pursuance of the law of 1887, suit was brought in the supreme court of the territory of Utah and a receiver was appointed to take possession of all the property of the church, real and personal, who still retains possession of the same. Suit was brought to escheat all the real estate belonging to the church except the Temple Block in Salt Lake City, which has been set apart for church purposes under the provisions of the law.

The value of the real property is about \$285,000; that of the personal property, about \$450,000, making a total valuation of about \$735,000.

The practice of polygamy has been abandoned by the Church and people. Polygamous marriages are forbidden by the authorities of the Church. The People's or Church party was formally disbanded by its constituted leaders more than three years ago, and its former adherents allied themselves and have since acted with the two great national parties.

On July 16, 1894, Congress granted Utah her Enabling Act, which names the first Monday in March, eighteen hundred and ninety-five as the date on which the people of Utah shall meet to form a constitution and State government.

One provision of Sec. 3 of the Act is: "That perfect toleration of religious sentiment shall be secured, and that no inhabitant of said State shall ever be molested in person or property on account of his or her mode of religious worship: *provided*, That polygamous or plural marriages are forever prohibited."

Sec. 6 of the Act provides for the grant of sections numbered two, sixteen, thirty-two and thirty-six in every township of the proposed State for the support of the common schools.

Sec. 8 of the Act reads, "That lands to the extent of two townships in quantity, authorized by the third section of the Act of February twenty-one, eighteen hundred and fifty-five, to be reserved for the establishment of the University of Utah, are hereby granted to the State of Utah for university purposes, to be held and used in accordance with the provisions of this section; and any portions of said lands that may not have been selected by said Territory may be selected by said State. That in addition to the above, one hundred and ten thousand acres of land, to be selected and located as provided in the foregoing section of this Act, and including all saline lines in said State, are hereby granted to said State, for the use of the said university, and two hundred thousand acres for the use of an agricultural college therein. That the proceeds of the sale of said lands, or any portion thereof, shall constitute permanent funds, to be safely invested and held by said State; and the income thereof to be used exclusively for the purposes of such university and agricultural college respectively."

The University of Utah is located at Salt Lake City, the Agricultural College at Logan. The Act also provides for a grant of one hundred thousand acres for the establishment and maintenance of State Normal schools, and makes similar provisions for State benevolent and penal institutions.

The Territory received its name from a tribe of Indians, *Utes*, *Utahs* or *Yutas*, which signifies "dwellers in mountains." The name *Deseret*, "honey bee," was urged by the Mormons as the name of the Territory, as that was the name of their settlement at the time of the organization of the Territory, but through the action of Hon. Edward Everett, then Secretary of State, the present name was adopted. The people of Utah are popularly called "Utes," "Utonians," "Mormons," and "Saints."

HUNTINGTON'S HIGH SCHOOL COURSE OF STUDY.

[Supt. R. I. Hamilton, in commenting on his revised course of study, says so many good things that the entire circular of "explanation" is here given. It will bear careful study.—Ed.]

The school year of ten months is divided into two terms of five months each. A "credit" means five months of satisfac-

tory work in a subject, five recitations weekly. Thirty such credits are required for graduation. This is not a "three years' course" nor a "four years' course;" it is a "thirty credit course." The student of average ability will complete the course in from three and one half to four years. Some students can complete it in three years.

The foregoing arrangement of studies is not meant to indicate the *time* required to complete the course, but simply the *order* in which the work is to be done. No attempt was made to provide work for a definite number of years or a fixed number of credits. The aim was to prepare such a course of study as every first-class high school in a city of 10,000 to 25,000 inhabitants ought to offer to its students. Some such schools *can* offer more than this; all *should* offer this.

Two courses of study are provided, a Latin course and a German course. These two courses are identical, except as to the fourth line of study in each. In the German course three terms of elective work are given. The studies from which the choices may be made are: German, Latin, Book-keeping, Commercial Arithmetic, Zoology, Geology, Astronomy, Mental Philosophy, Moral Philosophy and Pedagogy.

No electives are offered in the Latin course. They are offered in the German course only to meet the usual demand for book-keeping and commercial arithmetic. Before a student has completed a thorough high school course, he is in no condition to decide what he shall study. He has neither the knowledge, the training, nor the maturity of mind to make intelligent election; and surely his education ought not to be controlled by caprice. He is safest in following the guidance of his teachers. "Shall not a boy be permitted to make the most of his special talent?" Certainly: but first let him find what special talent he has. "If he lack talent for certain subjects, shall he be denied the privilege of concentrating his mind upon those subjects for which he has an aptitude?" certainly not: but "lack of talent" for a subject very often proves to be simply *disinclination to study it*. Is it not strange that one's "talents" should serve him well and efficiently until he get into high school, and then, suddenly, some of them desert him? Many a bright college boy has developed into a narrow, conceited, one-sided man because of immature

"specialization." Manifestly, the university, not the high school, is the place for specializing.

While thirty credits are required for graduation, students will be permitted and encouraged to do more than that amount of work, (before or after graduation, at their pleasure,) even up to the limit of all the work offered in both courses and the electives.

The course includes only high school subjects. It presupposes and is based upon a very thorough elementary course of eight years (eighty months.)

This course of study was not made primarily as a "college preparatory course;" but the Latin course includes more work than is required for entrance by Indiana University, and it is an ample preparation for those colleges that do not require Greek for an entrance. Should a student upon entering the high school express a desire to fit himself for college as quickly as possible, the course can be so modified that he can prepare for college in three years or earlier.

In constructing this course of study it has been recognized that each "line" of study (mathematics, history, natural science, etc.,) has an educational value not possessed by the other lines—that each line gives its own peculiar and important culture. An attempt has been made to secure to each student a just and proportionate amount of each of these cultures and disciplines. The course consequently includes the following: English language and literature, 5 credits; mathematics, 6 credits; history and political science, 5 credits; natural science, 7 credits, (geographical 1, biological 3, physical 3); Latin, 7 credits; German, 4 credits.

It was also felt that to secure the best results the work in each line should be continuous and the various lines should be as closely connected as possible. It will be seen that Latin, German and mathematics are continuous until each is completed; that the natural sciences are continuous and have a certain connection; that English is continuous throughout the course; that history and political science is continuous throughout the course and that these last two lines are very closely connected.

While this high school course has a connection, continuity, and completeness as a whole, it is believed that, should a

student find it necessary to discontinue his studies after one, two or three years, the training that he shall have received will be the best that could have been given him in that time. The course was built up for those who can not go to college; but it is felt to be the best preparation for those who do go to college. It includes more work than the average preparatory course; but the student who cannot go to college should have the opportunity to pursue his school education farther in the high school at his home.

The guiding principle in the formation of this course has been the systematic mental development of the student rather than the somewhat arbitrary requirements for entrance to college.

Upon entering the high school each student will be required to select one of the courses, his choice to be approved by his parents. Having made his selection, he will be expected to continue that course as long as he remains in school. Each pupil will be required to attempt four subjects. If at any stage of his progress he prove unable, from any cause, to do satisfactory work in the four studies, he will be required to drop one of them. If a student prove able to carry an additional study, upon the request of the high school principal the superintendent will issue a written permit allowing the student to attempt a fifth study, this permit to remain in force only as long as he shall continue to do satisfactory work in all his subjects.

There will be no disposition to bring the "weak," the "average," and the "brilliant" to one common level and that the "dead level of mediocrity." Each pupil will be given fair opportunity to "show his mettle" and will be expected to respond "with the best that is in him." At the outset it will be assumed that each pupil is an "average." This assumption is very close to the truth with four-fifths of the boys and girls—a fact not to be regretted. If one student prove to be overloaded his burden will be lightened. If another show his ability to do more, he will be given additional work. In no way will the capable and ambitious be bound down by the slack and indifferent, yet both indifference and undue ambition will be removed if possible. It will not be forgotten that "genius" is sometimes hidden in the "plodder."

The high school is not a professional or technological school, but a school of general culture. Its function is not to make lawyers, ministers, physicians, book-keepers, or even teachers; but to develop a broader, higher and nobler manhood and womanhood. Its mission is to put more educated intelligence into the future homes and society. However desirable and even necessary its training is to the professional man, it is just as desirable and valuable to the day-laborer, the mechanic or the tradesman. The student will probably not be able to turn his schooling into gold immediately upon graduating; but, having found employment, he ought to and doubtless will render better service because of his high school work. Every child in the city is entitled to all the public high school can give him, and no false ideas of life should be permitted to rob him of this right.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

SHARP LINES, BUT NOT TOO SHARP.

The mind strives to bound things, and will not be satisfied till sharp limits are set to the vague object under consideration. Everything must fall within or without a given compass. It must be known or unknown; organic or inorganic, plant or animal; a word or a sentence; adjective or adverb; clear or cloudy, black or white, heathen or Christian; the question must be settled; the object must array itself on one side of the line or the other. One of the most stubborn desires of the pupil is that of settling things by reference to sharp lines of distinction.

This is well; and the habit of drawing definite boundaries is a most valuable result of good teaching. But with all this the pupil must be trained to be content with boundary lines as indefinite and undecided as the things he is bounding. He must not expect to decide on boundary lines which the object itself has not decided upon; he may disclaim all responsibility, leaving the blame with the object itself. Irving, in speaking of Columbus's failure to find a passage through into the Pacific, said that he was not to blame, as there was no pass-

age there. A person does not have to be either a Quaker, a Presbyterian, or Congregationalist; he may be neither, or all at once. If neither, he may be taken care of in some other body; if all at once he will be difficult to handle, but he does not care for your fencing off and your labeling; perhaps a little proud that he is larger than your label. The student will frequently find a sentence which he can not classify as either complex or compound; and true to his instinct for sharp lines, he is sure that it must be one way or the other; yet the sentence itself does not know which way to be. Or again, suppose he is to classify by sharp lines the men in the two great political parties; and for convenience of manipulation suppose all fenced into the State of Indiana—barbed wire fence, perhaps, to suggest the laceration of breaking over into a third party. Now let the student begin operation by picking up one at a time, putting the most extreme republican in the north end of the State and the most extreme democrat in the south end. Soon there will be a row of extremes on the north and on the south—a little winding, but he may call it a row. The next degree of extremes in each party will take places on the inside of the two rows just formed. This process continued, the two parties will approach each other near the central line of the State; and at last they will confusingly blend. Now if the student insist on putting his logical fence between them, many from both sides will climb on top; and if he attempts to “shoo” them off his logical fence he will find that even the barbed wire boundaries can not hold them. The student may now think that he is rid of the troublesome fellows, and that his fence will remain undisturbed. But if the desertion from the center is quite large, so that he feels confident in a wide and clear distinction, behold how the whole thing turns upon him like a cruel joke; the extremes north and south rush frantically through the intermediate ranks till they meet in the center; tearing the fence down, they fall into each other's arms pledging mutual salvation, a common hostility to the balance of power outside the fence. The fence of indifference becomes the new rallying ground against another extreme on the outside. The bitterest artisans have the strongest points of attachment; especially they the most closely bound together in the one idea of

saving their own parties by antagonizing the third. Therefore, they now become the most closely united elements and the standard bearers in the warfare against the party camped on the outside of the fence, which in turn, will be torn up as before.

I am not instancing this as true for political parties simply, but for things in general; this is the way things behave. Even should the student succeed, by some violent process, in getting his line fixed between things, it will not remain fixed. Life pulsates and flows; things shade and blend; you may put your finger here or there and speak of things as you like, yet unless you speak rapidly, what you say may become untrue while you say it. Therefore, I must hasten to say that the worst charge to be made against dogmatic and formal teaching by stiff outline, definition and diagram is that the student feels that the world can be cut into slices and boxed up for his subjective convenience; it puts him in a false relation to the world, which is its all-sufficient condemnation. And after all, this is an appeal for clearness and definiteness; for the mind should clearly and definitely fit the life in the thing it studies; and to do so it must be as vague and indefinite as the thing studied. It is easy to see the relation of all this in making the mind open and receptive, and in giving it balance and fairness.

"Do you have any exercise that is well calculated to interest the whole school?" was asked at a teachers' meeting somewhere. The question seems to us to convey a very important suggestion. Some exercise, however brief, which has reference to the school as a whole, and is adapted to interest all, is a very desirable programme for every day. The teacher will do well to plan for this beforehand, to give thought to it. Something of the kind is needed to unify the school, to foster an *esprit de corps*. It gives the teacher, too, an opportunity to say a word, or make an explanation, on any subject to which he may wish to call the attention of all.—*Ex.*

"THE IDEAL TRAINING OF AN AMERICAN BOY."

The above is the title of an article in the July *Forum* by Thomas Davidson, a distinguished philosopher and profound writer on educational topics. Enough of his article is given below to show the unique and valuable turn given to the idea of educating an American boy.

From the heading one would expect him to say something about the special turn which should be given to an American boy's education by way of fitting him to given conditions of life, just as one should speak of educating for the farm, the store, the pulpit, or the social circle.

"In the American education of to-day there are two things which force themselves upon our attention: (1) that it is in a chaotic condition; (2) that this condition is, in the main, due to our having no definite notion of what education is aiming at.

Whoever, therefore, would seek to suggest a way out of this condition must begin by making as clear as possible some aim which our people shall recognize as that which, however blindly, they have always been endeavoring to reach, in a word, the fundamental ideal of American life, of American manhood. That such an ideal exists, and that it is slowly moulding us into its form, can hardly be doubted by any one who has considered the course of history and our place in it. We need not be discouraged by the fact that this is ideal, as at present understood, produces characteristics which render us unattractive to the citizens of older nations, as is shown by the meaning attached in France and Italy to the term "Americanism." The early effects of any new ideal of life are always somewhat unprepossessing, and there are obvious reasons why this should be especially true of American life. For what is this ideal which we, as Americans, are so obstinately, and yet so blindly, following, and which is making us what we are with all our faults and all our virtues? It may be indicated (not, at present, expressed) by the magic word, "freedom." Hegel, with deep sight, said, "Human history is a progress in the consciousness of freedom," and we form the vanguard in that progress. Our great difficulty, and the cause of all our faults, is that

we have not, thus far, arrived at any clear conception of the meaning and implications of freedom; and this is just what we must do before we can pursue our ideal with dignity, or establish any system of education which shall make such pursuit possible. The first step, therefore, toward answering the question—What is the ideal education for an American boy?—must be to define freedom; that freedom which is the ferment and self-realizing energy of American life, regarded as the highest and inevitable outcome of the process of history.

By "freedom," then, I mean that power, which necessarily belongs to the self-conscious being, of determining his actions in view of the highest, the universal good, and thereby of gradually realizing in himself the eternal divine perfections, of being "perfect as the Father which is in heaven is perfect."

When, therefore, we speak of a system of education for the Americans, we do not mean merely a system suited to their needs as members of that state whose visible centre is Washington, D. C., but a system suited to eternal spirits living under social and political conditions more favorable than ever existed before for their self-unfolding and self-realization. It is just the existence of these conditions and this alone, that confers upon America all the worth it possesses, and gives it a valid claim to our highest moral enthusiasm. It is simply and solely because, for the first time in the world's history, it offers the conditions under which men, by realizing the divinity latent in them, may become absolutely free, each a law unto himself, that it has its supreme claim upon us as moral beings. It is this, and nothing less, that is the American ideal; it is this that must, sooner or later, shape our entire educational system.

But it will be said, such an ideal is not merely American; it is universal and human. Of course it is; this is just what the American ideal ought to be. It is pure folly to try to cultivate an American provincialism, something which, like Gallicism and Anglicism, shall be less than universal humanity. If America is to perform the part assigned to her in history, she must stand for ideal humanity and compel all partial ideals to converge and lose themselves in hers. Her

citizens must be morally autonomous, regarding all institutions as servants, not as masters; as expressions of their own freedom; as instruments for the realization of greater freedom. In the world hitherto, in spite of the fundamental teachings of Christianity, man has been, for the most part, a thrall, owing obedience to a law conceived to be external to him, and other than the expression of his own true nature. In a word, he has been heteronomous. In American life it must no longer be so. The true American must worship the inner God, recognized as his own deepest and eternal self; not an outer God regarded as something different from himself. And one need not be much of a prophet to see that this is the goal to which, with all our blindness and all our faults, we are steadily tending. Ideal Americanism means absolute moral autonomy."

The following gives a hint at the spirit of instruction adapted to the American boy. It tells the whole story. Ponder it well.

"In all his teachings, moreover, he, (the tutor) will take the utmost care never to let his pupils think that they are studying merely in order to pass an examination, but always to make them feel that the only end of study is complete autonomous manhood. He will also do his best to show them how, and in what degree, each study contributes to this end, so that they may never feel, as so many boys do at present, that they are studying merely because some one else wishes them to do so, and, consequently, that their work is a slavish, unprofitable task. A boy who does not feel that every hour he spends in study is spent for the sake of the highest end he knows and desires, is in an immoral frame of mind and by no means on the way toward moral autonomy. The greatest triumph as a tutor is to make his pupils feel that what he requires of them is the very best thing they could be doing. If he fails in this, he has virtually failed altogether; for every hour that a self-conscious human being spends without feeling that it is bringing him nearer to the goal of his aspirations is an hour slavishly and unrighteously wasted."

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School

VALUE OF GENERAL PRINCIPLES.

The teacher who understands general principles of mental activity and sees their application in every day work, is always at a premium. We frequently talk about school work as if there was one set of principles in the primary grade, another in the intermediate, and still another in the grammar and high school. We even go further, and when we see the forms of mental activity in mastering one subject, never dream that the same general forms are used in the mastery of any other subject. To show that a true working knowledge of any one principle will revolutionize every subject, let us take, for illustration, the pedagogical maxim, "All teaching should proceed from meaning to form." (The discussion of the ground for the maxim will not here be given.)

If a teacher is thoroughly imbued with the idea that "all teaching should proceed from meaning to form," what are some of the ways in which this will show itself? First, as to number. Objects, of course, the things in which children see number, will be freely used. The figures will be taught after the children are accustomed to think of number as an attribute of objects and then they will not think the figure 5 is the number 5. They will know all figures are mere signs or expressions of number. The child will not be taught to write long numbers, up in the thousands (?) millions, billions, and so on, because he can have no approximate idea of the meaning, and all he is learning is a set of symbols or figures. That means that primary and intermediate (at least the lower) teachers will confine all number or arithmetic work to small numbers.

This notion that the teaching of meaning should precede the teaching of forms has an important bearing upon spelling. A speller in which are long lists of words, some of which the child will never use and very many he may not have any occasion to use for years, this speller must go. And the words the child learns to spell are those he wishes to use in his little written exercise. If, however, he is working

out a rule, he may find and spell many words that at his present stage he will have no occasion to use in his writing, but such words fall into their proper place, that is, his attention is centered on the rule and he sees all these belong under it. So he remembers the rule and the individual words, those he will use soon and others not for years, are not thought of. This means that the words the child needs to use in his writing are the ones he shall certainly learn to spell. It need hardly be said again that it is only in our writing that we need to know how to spell.

"The teaching of meaning should precede the teaching of forms." Language is another place where this notion should work miracles. We are wedded to the language forms and so we lay out the work to be done each month, "Work on the interrogation point," "Work on the exclamation point," "Make telling sentences, etc., etc." We do this kind of work for four or five years and then wonder why the pupils can't write! Some object should be examined by the children themselves; examined carefully and probably accompanied by a running conversation. Now, as some written work should be done, the results of the discovery may be written. And it is written, not for sake of "telling sentences," "asking sentences," commas and quotation marks, but because the pupils have become imbued with the purpose of affecting some legitimate end by the writing. The end they wish to reach may be to give an accurate description of the object; to cause a feeling of admiration (or some other feeling) for its beauty, probably; or to influence the one addressed to do something.

The subject of geography is by no means outside the field of the maxim. The teaching of formulated definitions, studying maps and seeing nothing back of them, drawing maps for the sake of the maps, all this is in violation of this idea. Life must be put into the subject by getting life out of it. Definitions of lake, mountain, river and cape should come, but not until the pupils have seen them by eye, made them in sand, or constructed them in imagination. They should visit (in imagination) Ceylon, Cuba, Iceland, Sicily and Terra del Fuego, (or other typical islands,) study them fully,

see their likenesses and, differences and construct for themselves the definition of island.

Does the maxim also hold good for history? Certainly, it does. This notion when applied to this subject says that history is more than dates and places and battles. Meaning, meaning, meaning, is the eternal cry of all history. Back of the outer event is a surging, struggling people; conflicts in the brains and hearts of men and nations have marked certain dates and certain places. Throbbing, pulsating humanity, struggling to reach ideals of freedom, of independence, of true manhood, is one organic thing from the dawn of civilization to the present. There are no periods which can be cut off from all others, that have no relations to things before and after, and history must be taught in this way else it isn't history. If your pupil asks for bread will you give him a stone?

It is unnecessary to speak of this maxim, or principle, in relation to the science work. We understand that children are to see, feel, taste and smell the flower, the fruit, the bird, the rabbit and the pebble, all this before names are given. But what is true here is just as true in the high school in botany. The senses have their place all along the line and long, hard, scientific terms come to label what the senses have helped present.

Call it "laboratory method," or "scientific method," if you care to do so, the fact remains that this notion of teaching the meaning before the signs or symbols for that meaning is fundamentally correct, and if a teacher had very little professional knowledge aside from this, she has enough to make her work a marked success.

ISOLATION VS. RELATION.

It looks like a pretty difficult job to have work every day in number, writing, reading, history, form, color, size, drawing, science, literature, etc., with the little people. Impossible to get all such work in the day's program! Probably not such a great feat after all, if we clearly understood the primary phases of all these subjects and these in their relations to each other.

The primary phase of all subjects is that when the child thinks of individuals as individual things, and if the child looks at objects mainly this way, he belongs to the primary grade of thinking, no matter what his age may be or in what grade he is classed. The senses, used for stimulating the mind in true number work are the same senses that are used in form, color and science lessons. What we need is that some one with sufficient insight into the work should see just what phases of the different subjects should be studied together. While many are working on the problem, the results are not sure enough to warrant unquestioned obedience.

However, there are phases of correlation that we can do. Form and color are, I was about to say, geographical factors; the same may be said of the material in the science work. The added touch all these need to truly geographical material is that their relation to man be shown. And I'm not so sure but that they all have their highest significance when they are seen as in some way contributing to the varied physical and spiritual wants of man.

The *orange* is to be the thing treated by the "ones" to-day. Its color, yellow; its form, nearly spherical; the number of inches around, and a string drawn through and measured, this to be done. The seeds may be counted; the small layers or parts may be counted; or the number lesson may be concerning oranges. The children draw the picture of the orange, different views, if cut in two, the picture is again drawn in different views. The words "yellow" and "round" and "orange" are placed on the board and the children associate the printed (or written) forms with their appropriate meaning; they may write them on their slates during a busy work period. They may also tell of its use to man, both as an article of food and of commerce. Thus in this elementary "science" lesson on the orange have been combined with the science, form, size, color, number, reading, writing, language, drawing and commercial geography.

No, it is not so much the course of study that needs enriching as it is the teacher. (It is not necessary that there be as many different recitation periods as subjects stated.) All these points suggested have been in every orange, are in

every fruit, flower, or animal, and it is we as teachers who need our eyes opened to see them.

SYMPATHY WITH CHILDREN.

In a certain one of Dr. Talmage's sermons he put in some good pedagogical doctrine. While it was addressed to the parents, it applies equally well to teachers, for are not parents teachers, and teachers, in a manner, parents?

"Do not put on a sort of supernatural gravity, as though you never liked sportfulness. You liked it just as much as your children do. Some of you were full of mischief you have never indicated to your children or grandchildren, and you seldom got up in the morning until you were pulled out of bed! Do not stand before your children pretending to immaculate goodness. Do not, because your eyesight is dim and your ankles stiff, frown upon the sportfulness which shows itself in lustre of the eye and in the bounding foot of robust health. Do not sit with the rheumatism, wondering how the children can go on so. Thank God that they are so light of spirit, that their laughter is so free, that their spirits are so radiant. Trouble comes soon enough to them. Dark days will come soon enough to them, and heartbreaks and desolation and bereavements will come soon enough. Do not try to forestall it. Do not try to anticipate it. When the clouds come on the sky it is time enough to get out the reef tackle."

LEND A HAND.

(This department is conducted by MRS. E. E. OLCOTT.)

A NATURE STORY.

All of us wish to keep up with the procession! "Everybody" is talking of nature study. The sky above, the earth beneath, and the water under the earth, are observed, and the observations duly recorded.

Nature study offers a wide field. Alas! too wide, too bewilderingly wide a field, many busy teachers think despondently.

To those who wish to have some nature lessons but who are at a loss to know what can be slipped into their already

crowded program, we suggest taking for your guide "Nature Stories for Young Readers." It was one of the Reading Circle books for last year. The following plan recommends itself because it furnishes supplementary reading and so may be slipped into the crowded program by substituting it for the regular reading lesson. You thereby kill two birds with one stone, you give a nature lesson and benefit the reading class.

Suppose you choose the chapter about the milk-weed seed. You should have some of the pods before you begin the lesson. So you may say to your class: "Who can bring me some milk-weed pods?" I have such a nice story about milk-weed seed. I want you to read it yourselves. There are some new words in the story. We will try to learn them first, so that we can read without hesitating or asking what the new words are."

The purpose in presenting the unfamiliar words, is just what you stated to them. You wish them to be free to follow the thought of the lesson and not be hampered by new words. You wish them to read the story, not spell it out.

So you place the new words in columns and run through the list with the class, giving a word of explanation now and then.

The class feel a special interest in learning them because of the purpose in view. To name words at sight is one thing; to memorize them so as to spell or write them is a far harder task.

Two lists of words may be arranged in different order for additional practice. When they are fairly familiar with the words, it will add interest if you will gently blow one of the little balloons into the air before the class. As it slowly and lightly descends, ask who can point to its name in the list of words. Some one will be eager to point to "balloon." Capturing the balloon, you may touch the brown seed and ask who can show what it is called. Some pupil will probably hint to seed. As they have not seen the lesson it may be all to point to the word basket and say, "This is what it is called in the story, and this (pointing to travelers) is what is the basket." Such explanations arouse interest and curiosity.

When the lesson is finally placed on the blackboard, the little balloon should be on duty again.

When the first sentence, "Here is a little balloon," is read, some pupil may hold up the balloon in full view of the class. When the next, "See how it goes in the wind," is read, it may be sent on a short journey. So on through the lesson, taking it sentence by sentence, making comments, and drawing out what information the class possess.

When the lesson has been read, the class may be tested by such questions as Mr. Bass asks in the September *Young People*.

Why is the seed called a balloon? Who is in the little basket? Is he asleep? When will he wake up? What is his business? Why does he travel that way?

Depend upon it, pupils who all their lives have looked upon the milk-weed with eyes that saw not, will now think of the little traveler whose business it is to make the balloons.

The chapters on the chestnuts, beechnuts, the water drops, and things that come from the ground will furnish equally interesting lessons.

The list of words given below are selected for a class beginning the second part of the Indiana first reader. In a school with several grades the second reader class may be combined with the first in such recitations.

weed	part	important	neither
seed	start	people	even
milk	wide	himself	creep
silk	inside	business	tucked
below	thinks	sending	waken
know	care	nothing	dishes
own	hurt	anything	wishes
known	next	spring	far
work	each	basket	cars
world	year	traveler	fine

A MILK-WEED SEED.

Here is a little balloon.

See how it goes in the wind!

The top part is fine as silk.

See the little brown basket below.

The little traveler inside is asleep.

His ride will not hurt him.

Neither will it hurt him to come down.

He will not even know anything about it.

For he will not waken till next spring.

Then he will just creep out of his brown basket and go to work.

Do you know what his work is?

Why, to make more balloons like his own.

He will take care that a traveler is tucked up inside of each basket.

Then next year each of them will start out in his kind of business.

He thinks nothing in the world is so important as people like himself.

So he wishes them to be known far and wide.

They can not ride in the cars as you and I do.

They can not fly as birds do.

So he takes this way of sending them abroad.

When they can read the lesson well, give the children a treat by letting each one send up a balloon. If the head is thrown well back and the balloon laid lightly on the lips, a breath will make it rise in the air, and it will descend in an almost straight line alighting on the head, shoulders, or desk of the one who sent it up.

You think there would be confusion? So there will! Confusion and merriment. The confusion lasts but a few minutes; the pleasant memory may be indelible.

We should not forget that

"Innocent merriment
Shortens the mile,
Try the experiment
Once in a while."

DESK-WORK.

A LANGUAGE LESSON.

Just as children, who at home hear intelligent conversation, acquire a larger vocabulary than those whose surroundings are less fortunate, so children at school, who under favorable conditions, have their attention directed to many

words not in their reader, acquire greater facility in recognizing words at sight. And so become better readers.

A helpful exercise which has this purpose in view combines one phase of phonic work with the recognition of "new" words. The first step is to explain and illustrate the exercise orally, then write this general direction:

"Make words with these:"

ed—b, f l, sl, sh.

ow—b, c, h, n, br.

ock—l, fl, r, cr, sh.

all—t, st, f, h, w.

The completed work on the slates should be:

ed	ow	ock	all
1 bed	1 bow	1 lock	1 tall
2 fed	2 cow	2 flock	2 stall
3 led	3 how	3 rock	3 fall
3 sled	4 now	4 crock	4 hall
5 shed	5 brow	5 shock	5 wall

A more difficult exercise may follow:

Fill blanks with words made from these,

I.

ing, r, s, w, st, str.

1. I have a gold —. (ring)
2. My bird can —. (sing.)
3. The bird hurt its —. (wing)
4. A bee will —. (sting)
5. I spin my top with a —. (string)

II.

old—, f, s, t, c, g,

1. May, — your arms.
2. Tom — his red top.
3. Grace — pretty story.
4. This is a very — day.
5. I have a pretty — ring.

III.

all, b, h, c, w.

THE BALL GAME.

"Thinks Pussy — 'That —
That I see in the —
Is the best ball of —"

That ever I saw.
 My kittens I'll ——
 From the garden ——,
 And we'll toss the nice ——
 From paw to paw.'
 So the kittens came ——
 From the garden ——
 And they tossed the nice ——
 From paw to paw.
 Thinks Dick —— 'That's my ——
 That I left in the ——
 And this game beats ——
 That ever I saw.' "

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

GRAMMAR.

"The Dutch florist who sells tulips for their weight in gold laughs at the antiquary who pays a great price for a rusty lamp."

When we have found subject, predicate and copula of this sentence, we are ready to turn our attention to the analysis of these parts. We find that the subject of this sentence consists of two parts; a part that is modified and a modifying part. The part that is modified is called the principal part, the other the modifying part. The word *florist* is the principal part of the subject. It has three modifiers, *the*, *Dutch*, and "*who sells tulips for their weight in gold*." Let us ask the pupil in what respect these modifiers are alike. "It is easy to ask," says one, "but suppose they cannot see how they resemble?" Here is a place for skill in teaching. Of course, the shortest way to do, is to *tell* the pupils that they all express attributes of an object; but this would be violating the principle that to strengthen the pupil's mind it must be aroused to it.

Suppose we ask, "What florist is referred to?" The pupil will certainly say, "The Dutch florist." "Was it some particular florist?" "Yes, and the words *who sells tulips for their*

weight in gold tells which one." The pupil will now see that all these modifiers express something about an object. In this they are alike.

Now let us see how they differ. "They differ in form." "Yes, what difference do you see?" "*The* and *Dutch* are single words while '*who sells tulips for their weight in gold*,' is a sentence." "True; we call a sentence used as this one is, a clause," said the teacher; "why did you call this a sentence?" "Because I found in it a subject *who*, a predicate *sells tulips for their weight in gold*, and a copula *sells*."

"Let us analyze the subject," said the teacher. The pupil said that it consisted of only one word, and so cannot be analyzed.

"The predicate." All readily agreed that it consisted of several words. They agreed that *sells* is the principal part, but the class could not agree in regard to the modifying part. Everybody could easily see that the word *tulips* names what was sold and in that way modifies the act of selling. But what does *for their weight in gold* modify? Many thought that it modifies *sells* directly, while others thought that it modifies *tulips*. Here again the teacher must do something that will lead to right thinking on the part of the pupils. "If it modifies *sells* it must express something of the act of selling, must it not?" asked the teacher. A pupil said that it *might* express something about the manner in which the mind thought this act of the one who did the selling. This the teacher readily assented to, and said that if it modifies *tulips* it must express something about the object tulips. The pupils agreed. They now had something to think about and the teacher waited. Soon a hand came up. The teacher called on the pupil who said, "I think the phrase *for their weight in gold* expresses what the tulips were sold for, and so modifies the word *sells*." Another pupil said, "*What*, for weight in gold? Tulips, of course; so I think it modifies the word *tulips*." Each had a following. Many pupils were heard; in fact, all who wished to say anything were allowed to say it. The teacher listened, but said very little. After he heard all, he said, "What does our phrase express about tulips? Does it tell how many, which ones, or give any quality or condition of tulips?" More thinking followed this. Both

sides thought. The teacher watched and waited. It was plain that changes were going on. No one ventured to name one thing belonging to tulips that the phrase expressed. No more was said. The teacher did not ask any one to stand and acknowledge that he was wrong. He quietly assigned the lesson and dismissed the class.

When the pupils can thus analyze each element of the sentence, they are ready to begin to study "parts of speech." Of course, we have not here indicated that the phrase referred to should be further analyzed. It is plain that we have a phrase within a phrase. *For their weight* is the principal part of the phrase and *in gold* is the modifying part. Then, too, each word has a use in the phrase. The teacher told his class that the work of the next lesson will be to see how each word in the sentence is used.

EMPHASIS.

A child before he goes to school never makes a mistake in emphasis. This is because he uses the spoken language to express his thought. A mistake in emphasis is a mistake in thought, or else it comes from a lack of thought. If a pupil reads (orally) just because his teacher asks him to read, his reading will not be good. It will lack life. We are aware that he may be taught to read "beautifully" a certain piece by hearing it read so by some one who can read well. So can a parrot. This may do for "show reading," but it will not enable the child to get the best out of his reading—the true, the beautiful and the good.

What must the teacher do to give the child the power to really read? is a question that ought to confront every teacher of reading. Let us keep in mind this fact: The child should read (orally) to express his thoughts. Then it becomes necessary for him to *get* the thought of the sentence before he tries to read it orally. This kind of work should begin in the first reader. Take this sentence found in the Indiana First Reader: "Buttercup is a good little cow." The child is told to "study" the sentence and when he is ready, to read it. He reads and puts the emphasis on *good*. Now instead of asking some one else to read it "nicer," let

us ask him what that sentence (or story) tells him. If he answers the way he read, he will say that it tells what kind of cow Buttercup is. So he read it properly to express his thought. Now, let us say to the child, "Suppose I did not know what Buttercup is, can you read that 'story' so as to tell me?" He will then place the emphasis on the word cow. Hold the *purpose* of reading sharply in mind and emphasis will take care of itself. Help the child to think correctly and he will read correctly.

EXHIBITION OF WRITTEN WORK.

Some teachers place the written work done on paper by the pupils, in some conspicuous place, so that the pupils may see it. We asked a teacher why she did so. She said that it encouraged the pupils. "Which ones," we asked, "those whose work is placed there or the others?" She said it did both good. It encouraged those who did the work and had a tendency to make others try harder.

We looked at the work carefully. We found the papers very neat. This we liked. We found misspelled words, mistakes in language, and in the arithmetic papers mistakes in computation. Before leaving the room we asked the teacher if the papers were placed there to show neatness in preparation *only*. "Why, no!" she said. We would not mention this, if we had not seen something of the kind so often. Mistakes should not be placed before children and left there from day to day.

"READ THE SAME."

Some years ago, we put some remarks in the School Room Department of this Journal, on the above head. We have forgotten just what we said. We are very sure that whatever was said, was against the practice of having the same paragraph read over and over and over until everybody was sick of it.

We have seen no occasion to change. We are open to conviction, however. Will some one who is still having pupils "read the same," please give a good reason for doing so?

Don't say that no one does so now-a-days. We have seen several doing so within the last three months. Here is a sample of what we have seen: Mary reads, "I see a bird. The bird has a nest. I see the nest. The bird has eggs. I see the eggs." Teacher says, "John, read the same." John reads just about as Mary did. The teacher, without any suggestion as to improvement, calls Susie who reads the same. Then Willie makes a weak effort on the same. And Jimmie and Jennie and Mattie and Helen and so on until the entire class of fifteen has ground it out. "How long, O, how long!"

TEACHING WORDS.

Some teachers still persist in teaching words as words. "A word is a sign of an idea" is the old, old definition that we used to say when we studied (?) grammar. So it is and should be so presented, at first, to the child. But when a column of words is put on the board for the children to say over in concert under the pretext of teaching them the *words* before allowing them to try to read, it becomes a sad process. We listened to the sleepy drawl of a class doing this not long ago. The words called up no ideas to the children. The teacher called this devitalized process of saying this column of words in concert, *reading!* To add insult to injury, there are some who have the children "read(?) the lesson backwards" before allowing them to read it forwards! *Why* do they do this, do you ask? Because there is a word or two in the paragraph that the teacher thinks that the context might help the pupil to recognize. What if the pupil were to make out a word from the sense! Wouldn't the sun continue to rise in the east and set in the west?

"SPELLING BY SOUND."

Not long ago we saw an article in a daily paper in regard to the *old* way and the *new* way of teaching spelling. It was written by a parent who is an intelligent business man. He said that the old way of teaching spelling by letter is the best. He says the new way of teaching it by sound is bad. He argues that the English spelling can not be taught by

sound. In this he is correct. The only way to teach the spelling of English words is by letter, and no teacher tries to teach it in any other way. But this parent would say that he asked his children if their teacher has them "spell by sound" and they reported that she did. Correct again. But what does the teacher have them "spell by sound" for? *Not* to teach spelling, but to teach pronunciation.

It would be a great help in school work, if parents could be made to understand *what* teachers are trying to do. There would be more harmony in the work. The parent would find less cause to censure and more cause to sustain the work of the teacher.

We mention this here because we believe it to be the duty of the teacher to take every opportunity to make the parent see the rationality in what we, as teachers, are trying to do.

FOR OPENING EXERCISES.

1. Subject - - - - - A TRUE STORY
"Out of the mouths of babes and sucklings hast thou ordained strength."

A pretty story of the old Kaiser Wilhelm, at the age of eighty-five, is told in "Germany Seen Without Spectacles."

During his stay at Ems, whither he had gone to drink the waters, he paid a visit to a large orphan asylum and school that was under government patronage. Of course the presence of so distinguished a personage created a sensation in the establishment.

After listening with much interest to the recitations of several of the classes, His Majesty called to him a bright, flaxen-haired little girl of five or six years, and, lifting her on his knee, said to her:—

"Now, my little fraulein, let me see how well you have been taught. To what kingdom does this belong?" and taking out of his pocket an orange, he held it up to her.

The little girl hesitated a moment, looking timidly up into the emperor's face, and replied:—

"To the vegetable kingdom."

"Very good, my little fraulein, and now to what kingdom

does this belong?" and he drew out of his pocket a gold-piece and placed it on the orange.

Again the little girl hesitated, but soon replied:—

"To the mineral kingdom."

"Better and better," said the emperor. "Now look at me, and say to what kingdom I belong."

At this question there was an ominous silence among the teachers and visitors, who were listening with much interest to the royal catechism. The little girl hesitated long, as if perplexed as to what answer she should give. Was the emperor an animal? Her eyes sought those of her teachers and schoolmates. Then she looked up into the eyes of the aged kaiser, and with a half-startled, frightened look, as if she were evading the question, replied:—

"To the kingdom of heaven."

The unexpected answer brought tears to the emperor's eyes.

"Yes, yes, my little fraulein," said he, "I trust I do belong to God's kingdom. And you think it was time I was there, do you not? And I trust it is not far distant."

2. Subject, - - - - - STORY OF AN APPLE

"Whosoever will lose his life for my sake shall find it."

"I'll not lose my hold upon this tree for anybody," said a rosy-cheeked apple. "Who wants to fall down yonder to be gobbled up by some one of the young folks, I would like to know?"

"But think of the pleasure you would give them," said her sister.

"Pshaw!" and our apple tossed herself about so scornfully as to be in great danger of falling off at once.

The farmer came and gathered all her plump and rosy sisters and piled them up in delicious-looking heaps, ready for the row of barrels placed alongside.

But our apple hid herself under the leaves, only bobbing out into the sun when he was well on his way to another tree.

When Nell and Robbie came with long poles "a gleaning," she was obliged to hide again, and very cunningly, for their eyes are very bright and sharp.

"There, they are gone at last," thought she, and settled herself for a sunbath.

"Yes, it is rather lonely," she answered to the wind's questioning, "but I don't mind that."

But the wind grew colder, and the sun gave her less and less warmth with every passing day; the leaves grew brown and dropped away, one by one, from her sides.

"I declare I, too, would drop down among the grasses if I could," she said, "for I am tired of this; I wonder where the children are." Then she tried very hard to shake herself free, but, alas! the autumn weather had so toughened and shrivelled her stem, that there was no breaking it.

"I am bound; my own selfishness has chained me here," said the apple, dismally. "I shall stay here," till I freeze and thaw, and freeze and thaw, and dry up into just such a light, good-for-nothing, weazened old apple as I saw the wind making sport of the other day; dear me!"

Strange, wasn't it? But just then Nell and Robbie in the window seat caught sight of the red apple bobbing about at a great rate on her high perch.

What a rush and shout and scramble there was for her, and how she did enjoy being "halved" and gobbled up by the very children she had hidden from.—*Popular Educator.*

3. Subject, - - - - - POLITENESS

"Kindness, justice and forbearance toward others beget love toward us."

Lawyer Gordon had a "new boy" in his office, one who was very anxious to remain with him, but Mr. Gordon said that whether he staid in his employ or not would depend entirely upon himself. He would soon know whether or not he was the right kind of boy for him.

One cold, blustering morning, an elderly and rather plain-appearing man walked slowly into the office of the lawyer. Phil, the boy, thought Mr. Gordon had gone out, but he was really in the inner or private office. As the man slowly and somewhat painfully lumbered into the room, Phil called out,—

"I say, shut the door after you, can't you?"

The old gentleman paused in dismay and keenly eyed the

boy who had spoken; but just then Mr. Gordon came from the other room and said respectfully,—

"Ah, good morning, Judge, walk right in this way, please;" then turning to the boy, he said gently, "Philip, please to shut that door."

"I'm glad he didn't notice the way I spoke to that old man," thought Phil.

But that night Lawyer Gordon told Phil kindly but decidedly that he was in the wrong place and needn't come to the office any longer. "I am accustomed to dealing with persons of good manners," he said, "and you would not feel at home here."—*Sel.*

4. Subject, - - - - - A TRUE HERO

"There be things which are little upon the earth, but they are exceeding wise."

It was not an hour after dawn, yet the great waiting-room of the Central Station was full.

The soft morning air blew freshly through the long line of cars and puffing engines. A faint hum comes from without. It was the great city awakening for the day. A Scotch collie, belonging to one of the emigrant groups, went from one to another wagging his tail and looking up with mild and expressive eyes full of good-natured, friendly feeling. Children called to him, some students romped with him, the ladies patted his head, a poor negro in the corner shared his meal with him, and then he seemed to unite all these different groups in a common tie of good feeling. While all this was going on, a woman was washing the windows of some empty cars drawn on to the siding, singing as she rubbed the glass. While her back was turned, her child, a little fellow about three years old, ran to the door of the car and jumped down on the next track. Upon this track the Eastern Express was coming. Directly in its path was the babe; a hush of horror fell upon the crowd. Every eye turned in the direction, and then a low sob of anguish went up from the paralyzed people. The dog, with head erect, and fixed eye, saw the danger, and with a bound and a fierce bark darted towards the child. The baby, frightened, started back. The mother went on washing windows and singing, as the huge

engine rushed up abreast of her car. There was a crunching noise and a faint little cry of agony. Even strong men grew sick at the sound and turned away.

When they looked again, the baby was toddling across the platform, crowing and laughing, and the crushed dead body of a dog lay on the track. "Passengers for Pittsburgh, Chicago and the West. Passengers for Baltimore, Richmond and the South," so the cry went on, and the surging crowd passed out, never to all meet again in this world. But the faces of men and women were pale, and there were tears in the eyes of some. The poor negro and the millionaire, tottering old men, and frolicking boys had been helped onward, upward, by the friendly, cheerful life and heroic death of a dumb dog.

5. Subject - - - THREE LITTLE NEST-BIRDS

"There are some wrong things one can never undo."

We meant to be very kind ;

But if ever we find

Another soft, gray-green, moss-coated, feather-lined nest in a hedge,

We have taken a pledge—

Susan, Jimmy, and I—with remorseful tears, at this very minute,

That if there are eggs or little birds in it,

Robin or wren, thrush, chaffinch or linnet,

We'll leave them there

To their mother's care.

There were three of us,—Kate, Susan, and Jim,—

And three of them ;

I don't know *their* names for they couldn't speak,

Except a little bit of a squeak

Exactly like Poll,

Susan's squeaking doll.

But squeaking dolls will lie on the shelves

For years, and never squeak of themselves :

The reason we like little birds so much better than toys,

Is because they are *really* alive, and know how to make a noise.

There were three of us and three of them ;

Kate,—that is I,—Susan, and Jim.

Our mother was busy making a pie,

And theirs, we think was up in the sky,

But for all Susan, Jimmy, or I can tell,

She may have been getting their dinner as well.

They were left to themselves (and so were we)
In a nest in the hedge by the willow-tree,
And when we caught sight of three red little fluff-tufted, hazel-eyed,
open-mouthed, pink-throated heads, we all shouted for glee.

The way we really did wrong was this:
We took them in for mother to kiss,
And she told us to put them back;
While on the weeping-willow their mother was crying "Alack!"
We really heard
Both what mother told us to do and the voice of the mother-bird.

But we three,—that is, Susan and I and Jim,—
Thought we knew better than either of them;
And in spite of our mother's command and the poor bird's cry,
We determined to bring up the three little nestlings ourselves, on
the sly.

We each took one,
It did seem such excellent fun!
Susan fed hers on milk and bread;
Jim got wriggling worms for his instead.

I gave mine meat,
For, you know, I thought, "Poor darling pet! why shouldn't it have
roast beef to eat?"

But, oh dear! oh dear! oh dear! How we cried,
When in spite of milk and bread and worms and roast beef, the little
birds died!

It's a terrible thing to have heart-ache.

I thought mine would break

As I heard the mother-bird's moan,

And looked at the gray-green, moss-coated feather-lined nest she had
taken such pains to make,

And her three little children dead and cold as a stone.

Mother said, and it's sadly true,

"There are some wrong things one can never undo."

And nothing we could do or say

Would bring life back to the birds that day.

The bitterest tears that we could weep

Wouldn't wake them out of their stiff, cold sleep,

But then,

We—Susan and Jim and I—mean never to be so selfish and willful
and cruel again.

And we three have buried that other three

In a soft, green, moss-covered, flower-lined grave at the foot of the
willow-tree.

And all the leaves which its branches shed

We think are tears, because they are dead.

EDITORIAL.

"It's coming, boys,
It's almost here;
It's coming, girls,
The grand New Year!

A year to be glad in,
Not to be bad in;
A year to live in,
To gain and give in;
A year for trying
And not for sighing;

A year for striving,
And hearty thriving;
A bright New Year,
Oh! hold it dear;
For God, who sendeth,
He only lendeth."

REMEMBER that now is the time to work for the establishment of township libraries. If you have not already spoken to your representative and senator, as suggested last month, do so at once. If you cannot see them, write letters. Write whether you know them personally or not. A general move all along the line is sure to result in success.

REMOVAL OF THE STATE UNIVERSITY.

That a vigorous effort will be made, in the forthcoming legislature, to remove the State University to Indianapolis, is certain. A large number of the Alumni are organized and will press the matter to the utmost.

That Indianapolis has many advantages over Bloomington as a site for a great university, most people will readily concede, and were it an original question there would be little doubt as to the result; but it is not an original question. The institution is located, and to transplant it will cost a great many thousand dollars. The JOURNAL readily concedes that the removal would result in great good to the university; that some of its departments can never succeed in an eminent degree where it is located, and yet it does not believe the removal will be made, primarily on account of the cost, and secondarily on account of personal interests.

CONSOLIDATION OF THE STATE EDUCATIONAL COLLEGES.

In connection with the question of removing the State University to Indianapolis, now being discussed, many persons are urging a consolidation of the State University, Purdue University, and the State Normal school under one management. This would most certainly be a mistake. To have all together under one management would certainly save money, but it would be at the expense of the best possible work in each of the schools. Each of these has a definite and distinct purpose. Each fosters a distinctive sentiment and cultivates a spirit peculiar to the character of the work done. Each shapes its work

looking to a particular phase of life its students expect to live. A school that does not create a spirit of enthusiasm for the life it prepares for, is a failure from the start. A good normal school or a good manual training school was never known to exist in connection with a literary institution, for the reason that the literary spirit always prevails over and smothers out the pedagogical spirit and the labor spirit.

Whatever may be done in regard to the removal of the State University, there should be no interference with the location or management of the other two schools.

A STATE TAX FOR THE STATE EDUCATIONAL INSTITUTIONS.

The State University, the State Normal and Purdue University should be supported by a small state tax—5 cents on each hundred dollars of taxable property would be ample to support all of them on a much more liberal basis than in the past. If these schools are to be supported by the state at all, they should be made first-class and there should be no doubt as to the matter.

If the state is to give support at all, there is every reason why it should be given by means of a state tax rather than by an appropriation as at present.

With a definite annual income the trustees could make their plans and know in advance just what to depend upon. At present the annual income is insufficient and each legislature has to be button-holed and log-rolled in order to get the needed appropriations and then the amount given is often inadequate.

The presidents of these schools are often criticised for spending so much time around the legislatures, but such criticism is unjust. Under the circumstances there is no other way to secure the needed money. These presidents and trustees would feel an infinite relief if they could be relieved from *begging* what should be provided without the asking.

Let each school have its own tax—enough to provide what is necessary and no more, and then both the legislature and the institution will be relieved of this biennial "unpleasantness."

SCHOOL LEGISLATION.

What the coming legislature is to do in the way of school legislation is a matter of interest to all teachers. Heretofore, teachers have failed to get what they ask for, largely because they were not united, and often represented conflicting interests. In order to remedy this difficulty a legislative committee has been appointed consisting of three members from the State Teachers' Association; three from the college association; three from the city superintendents' association; and three from the county superintendents' association. This committee is expected to agree upon needed school legislation and then to act together in

securing it. The committee recently held a meeting and agreed to recommend the following legislation:

The committee decided to recommend the passage of the Study bill providing that the school enumeration should be taken by the teachers in each school district, making the enrollment the basis of the enumeration. This is to prevent the padding of the lists for purposes of securing a greater amount of the school revenues than the district is entitled to. This bill was passed by one house of the last General Assembly. The committee also voted favorably upon the recommendation for free text-books on the optional plan, the township to be the unit. The bill, as recommended, will give the township the right to decide whether it will provide the text-books free for the children of the school or not. This bill, if passed, will not carry with it any interference with existing contracts with school book companies.

It was also decided to recommend certain changes in the present method of handling books, so as to relieve school officers.

It was agreed unanimously that a committee of three be appointed to draft a bill providing for a county and city superintendents' license system, the standard to be fixed and the examinations to be held by the State Board of Education. It was further agreed to advocate the adoption of a county institute instructors' license bill. An executive committee consisting of President Swain, State Supt.-elect Geeting, State Supt. Vories, J. N. Study, Quitman Jackson and D. K. Goss was appointed to look after the legislation recommended.

It was unanimously resolved: "That it is the judgment of this joint legislative committee that it would be sound policy for the coming Legislature to levy an annual tax for the support of the State University, Purdue University and the State Normal School and thus relieve the management of these institutions from the humiliating necessity of importuning each successive Legislature for the scant sums necessary for their bare existence."

CLEVELAND SYSTEM OF SCHOOL SUPERVISION.

The following letter will be read with interest, not simply because it is from a person from whom the readers of the JOURNAL like to hear, and not simply because it discusses the conditions under which one of Indiana's sons is now laboring, and not simply because the system of supervision described is entirely new, but because the system is attracting attention the country over and bids fair to become the prevalent form of school management in the larger cities of this country:

My Dear Friend, W. A. Bell:—I had a delightful visit at Cleveland. Audience above 1,000 Cleveland teachers, alert and responsive. I spent my spare time learning about the working of their unique system of supervision, of which you have already spoken in the JOURNAL, and of which too much cannot be said; not to compliment our Indiana friend who is sure to justify and popularize the system, but because

it is a specific opportunity to urge a much needed reform in school matters,

The unique thing of value consists in the superintendent's specific title and function, that of superintendent of instruction, with absolute power to shape his forces within the limits of his environment. Of course this function would not please that large class of superintendents who have more knack at buying brooms and buckets than in educating girls and boys. But one will readily see how a superintendent like Mr. Jones, with educational ideals and convictions, and who has a firm grasp on educational processes, would rejoice and be exceeding glad in such freedom of opportunity. If I had not found Mr. Jones in joyous mood I should have rated him an unworthy pedagogue. While Mrs. Jones, after leaving the cleanly city of Indianapolis and the warm hearts of life-long friends, sees Cleveland through a little smoke, Mr. Jones sees no smoke but that of his own flame. Think of it, a superintendent freed from the petty and perplexing business affairs, with no uncertain board to take his chances on in the execution of cherished ideals, with nothing except natural limitations—and these are enough—between him and his dear child, and you have a consummation devoutly to be wished.

The only point at which one would pause, is that of absolute authority, and this offers no difficulty when understood. It is absolute only in the sense that no cumbersome board with irresponsible power stands between the superintendent and the people on the one hand and between him and the pupils on the other. This very fact of absolute authority puts the superintendent in a very much higher tension of responsibility. With all our prejudice against one man power, things must be so organized, that, at last, one man can be found who did it. This the former superintendent, Mr. Draper, the first superintendent under this system, has properly emphasized. It is easy to understand how a superintendent or a board of one member dare not do what a large body would readily do. The superintendent of the Cleveland schools, once appointed by the school director, and removable only for cause is at once thrown into the work as the immediate agent between parent and child. And this would lead one to suppose, what I found as a matter of fact to be true that the superintendent touches more fully the parent and public affairs than under ordinary circumstances. Superintendent Jones is constantly drafted to address clubs and public assemblies in Cleveland on topics touching educational interest. For instance, he is shortly to give an address before a club of citizens on the question of civics in the public schools. Thus by the very nature of his unique position, he must not only reach downward through the teachers to the pupils, but outward into parent and citizen life, the only absolute school authority. The superintendent, under this system, must justify his theory and practice before the merit of an intelligent public. This has the further advantage of placing a superintendent to take broader and more liberal views of

school work, to correct the petty and partial methods of the mere schoolmaster by the larger thoughts of social life and duty. This public touch of school work requires a superintendent with and added power above the ordinary, the power to transform the teacher's technique into popular phrase and urge the cause in public address. It seems to me that this opportunity of immediately touching public life by sound educational doctrine and practice is the most significant incident of the situation. Under ordinary circumstances, the superintendent needs only to justify himself before the board, and the masses are not reached; besides, and the worst of it is, that a board, the members of which are personally known to the superintendent, may be reached through motives of the individuals, which the superintendent makes it his business to well understand. But the public at large can be appealed to only on the merits of the case. Boards have been reached by political influence and by personal favors and friendship, but a superintendent cannot manipulate the parent and the public in that way. He must address himself to the business in hand.

The business side of the Cleveland schools is managed by a school director, at present, Hon. H. O. Sargent, elected by popular vote to serve for a term of two years. His salary is the same as that of the superintendent, \$5,000 per year. These two chief men have their offices in the same building on opposite sides of the hall, and a large organized force of assistants about each. This makes a simple and efficient organization, bringing the two forces into good condition of frequent consultation. The relation of the two forces may be indicated by this example. For instance, if Mr. Jones finds that the conditions of good instruction require, in a certain quarter of the city, more school room, he then specifies in general what is needed to Mr. Sargent, who supplies the building. The latter, in short, furnishes the material condition for good instruction; the former stands for good instruction itself. The school director has absolute power, but with it and because of it, absolute responsibility. The citizens are safe in assuming that an efficient man can be found for \$5,000, and if the one elected fails to prove himself, they may get another. This check is sufficient. When Mr. Sargent, who first began work under the new law, desired a superintendent, although besieged as usual, he said he *must* have the man, and selected Superintendent Draper; and when Draper resigned, local influence could not move him; again he *must* have the man. So far the practice has justified the theory.

Now I did not expect to write you so long a letter on this matter, but the logic grows in interest with me. I am glad to learn that the Committee of Fifteen will recommend the Cleveland plan of supervision in the main, if not entire. This insures at once a large extension of the plan. And yet, come to think of it, the extension is already insured. The differentiation of function in school supervision is coming inevitably by the natural force of evolution; and what thus comes is already justified. Every superintendent, in the old way, is confused

by the dual nature of his work; and sometimes, as in Indianapolis, one is appointed to look more especially after the matter of instruction, the superintendent being so completely absorbed in the business and external relations of the school. In fact, are not most of our superintendents three-fourths business agents of the board. This has come, partly, by natural selection; by choosing that which is easiest done, and which most people can do. How much would it help at once if the strained condition of this were recognized in practice, and let those superintendents who work best, and by choice, in the material conditions of the school, take the place of the cumbersome, and sometimes "rickety," machinery of unpaid and irresponsible school boards; while those who have zeal in the more strictly professional side of school work, be insured liberty and opportunity.

"Through the ages one increasing purpose runs,"

And school supervision must be differentiated with the processes of the suns.

Yours cordially,

A. TOMPKINS.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR DECEMBER.

GEOGRAPHY.—1. How would you teach to a primary grade the form and motions of the earth?

2. Name in order the natural and political features which the equator passes through or near.

3. Describe the outline of the continental land mass.

4. Name and locate three basins from which the waters do not reach the sea, and explain why they do not.

5. What becomes of the rainfall upon the land?

6. Describe the alluvial valley of the Mississippi river. What makes the river so crooked?

7. Why are the Appalachian highlands so much lower than the Cordilleran?

8. What are the causes and conditions of rainfall on the Pacific coast of North America? In North Africa?

9. Draw an outline map of the Great Lakes and the St. Lawrence river. Indicate the states and provinces which border upon them, and locate and name the principal cities.

10. What are the geographical and political relations of China, Japan and Korea?

Answer No. 9 and seven others.)

RUSKIN'S ESSAYS.—1. Discuss briefly the home life of the author.

2. What is meant by "King's Treasuries"? Why so called?

3. What is the popular idea of "advancement in life," as set forth by Ruskin?

4. What does the author mean by "books for the hour and books for time?"

5. Give Ruskin's idea of "advancement in life."

6—7. Discuss "A book is essentially not a talked thing, but a written thing."

8. How should books be approached?

SCIENCE OF EDUCATION.—1. In what sense of the term is there a *science* of education?

2. Is the science of education as exact as the science of medicine? Give reasons for your answer.

3. In so far as education is a science, how are the principles derived?

4. If one is skillful in the practice of an art, is it desirable or necessary that he should study the principles upon which his correct practice is based? Give your reasons.

5. To what extent is the science of education based on psychology?

6. Does ethics throw any light on any educational questions? Explain your answer.

7. Explain in general terms the relation you conceive esthetics to bear to education.

8. Define education, as you understand the subject.

(Any six.)

UNITED STATES HISTORY.—1. Certain territory in the New World was granted to the London and Plymouth Companies. State the northern, southern, eastern and western limits of each company's portion. Who gave them this territory, and by what right?

2. Tell the story of King Philip's war.

3. Where was this country's first President inaugurated? Its second President? Its third?

4. The "Alien and Sedition Laws" granted what power? Why are not these laws now in force?

5. We find such names as R. W. Emerson, Washington Irving, H. W. Longfellow, Nathaniel Hawthorn, J. G. Whittier, William Lloyd Garrison, Harriet Beecher Stowe and James Russell Lowell prominently mentioned in our latest histories. Why do they merit such honor?

6. How have the railroads and the telegraph lines affected the commercial, political, and social conditions of the United States.

(Any five.)

PHYSIOLOGY.—1. Describe the various structures of the arm, and explain their uses.

2. Give an outline of the central nervous system, and explain the functions of the various structures.

ENGLISH GRAMMAR.—1. Define voice. State what is shown by each voice. Give an example of each.

2. What parts of speech may be the subject of a sentence?

3. Tell what part of speech the word "there" is in the following sentences. (a.) I saw him there yesterday. (b.) There is pleasure

in the pathless woods. (c.) There, the picture is ruined. (d.) "There" is usually an adverb.

4. Make needed corrections and explain each.

Every one don't go to school.

I merely came to ask you a question.

If I do not study I will be punished.

5. Use shall or will in sentences so as to express the following ideas:

(a.) A promise in the first person. (b.) Futurity in the third person.

(c.) A command in the second person. (d.) Futurity in the second person. (e.) A determination in the first person.

6-10. Write out a course of study for Language and Grammar for the eight grades below the High School, giving your own ideas as to the kind and amount of work to be done in each grade.

(Answer any seven, not omitting 6-10.)

ARITHMETIC.—1. What is the cost of 3 bu., 2 pk., 1 qt. of wheat at \$0.37½ per bushel?

2. Define multiplication so that your definition may embrace the multiplication of fractions.

3. A merchant marked his goods 12½% above cost, owing to a rise in the market he afterwards advanced the price 12½% of the original asking price. What was his gain per cent,?

4. A vertical stick 12 ft. high casts a shadow 16 ft. long. How high is a flagstaff which casts a shadow 100 ft. long?

5. A, B and C can build a well in 12 days, working together, A and B can do it in 20 days. How long will it take C working alone?

6. What principal will amount to \$271.05 in 2 years, 7 months and 12 days at 6%?

7. Show that multiplying the numerator and denominator of a fraction by the same number does not alter its value.

8. How many square feet in a walk 4 feet wide surrounding a rectangular court 50x42 ft.?

9. How many liters in a vessel whose capacity is 3 cubic meters?

10. What is the least number of apples that can be equally divided among 5, 7 or 10 boys?

(Any eight.)

READING.—"O Freedom! thou art not as poets dream,

A fair young girl, with light and delicate limbs,

And wavy tresses gushing from the cap

With which the Roman master crowned his slave

Whom he took off the gyves. A bearded man,

Armed to the teeth, art thou, one mailed hand

Grasps the broad shield, and one the sword; thy brow,

Glorious in beauty though it be, is scarred

With tokens of old wars; thy massive limbs

Are strong with struggling; power at thee has launched

His bolts, and with his lightnings smitten thee:

They could not quench thy life thou hast from heaven."

—Bryant.

1. To what modern custom does the author refer in the phrase, "A fair young girl"? 10
2. What ceremony did the Roman master follow in freeing his slave? 10
3. Explain the expression, "Armed to the teeth." 10
4. What is meant by "old wars"? 10
5. What is the lesson taught here in physical development? 10
6. Name the figure of speech used at the close of the quotation, and rewrite in plain language. 10
7. Who was William Cullen Bryant? 10
8. Read the selection for the Superintendent. 30

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—1. By the use of an apple or an orange, a knitting needle and some other object to represent the sun. A regular school globe may be used, but it should be divested of all the attendant apparatus. The lesson in its presentation should be clear, brief and consistent in every respect.

4. South of the Great Sahara; in the "Great Basin" in the western part of the United States; and a third, east of the Volga River called "Salt Steppes."

5. With the exception of the kind of places mentioned in the preceding answer, the rainfall finds its way through the rivers back to the sea whence it came, except what evaporated and what was absorbed by the earth.

6. When the slope of the bottom is very slight, the stream is easily turned from its course, by some impediment; after a turn is made, in the course of time, gradually deposited sediment exhausts its tendency in that direction, and the river is again depleted, and so on.

The alluvial valley of the Mississippi has been formed by lateral erosions wearing away the banks, which in times of high water are inundated; thus the adjoining lands become covered with the sediment of the waters, which, accumulating year after year, has gradually formed the rich soil of the valley.

7. Mountains formed by fracture are generally rarger than those formed by folding. The Appalachian mountains are examples of the latter; the Cordilleras of the former.

8. (See page 41, Complete Geography.) In North Africa rain is frequent during the winter but is rarely seen in summer; during the winter the west and north winds prevail.

10. Corea is a part of the mainland and, being on the coast, is between China and Japan. China claims a "suzerainty" in Corea which the latter has recognized by the payment of an annual tribute and by conforming certain of her affairs according to the desires of China.

Japan claims that this "suzerainty" is extinct; because Corea has entered into treaties with foreign countries as an independent power, and

Japan proposes to hold Corea to the close performance of obligations thus concluded.

RUSKIN'S ESSAYS.—1. His home life was quiet, a necessary characteristic in the life of a great thinker. His parents' management of him taught him obedience and self-control. They were strictly truthful in all their dealings with him, never deceived him in any way, and thereby led him into the possession of perfect faith.

2. Not "things, known as regnant, nor of treasures, understood to contain wealth;" but "about the treasures hidden in books." (See Ruskin, pages 8 and 9.)

3. The popular idea is made up of elements which are wholly external or objective as opposed to internal or subjective, as, becoming "conspicuous in life," especially in such a way as to be honored with titles, or be permitted to move and have our being in "good society." (See pages 9 and 10.)

4. A book for the hour is letters or newspapers in good print; narratives; a "talked thing," etc.

A book for all time is made up of the enduring things that have become manifest in the writer's life, of pieces of true knowledge, distilled from the best of his thoughts, written with whatever degree of true inspiration is in him. (See pages 15 and 16.)

5. Mighty, mighty of mind, magnanimous, to be this, is, indeed, to advance in life. (See pages 52 and 53.)

6-7. When we say that a book is not a "talked thing," but a written thing, we mean that the things that are evanescent, ephemeral, that are of interest merely during the passing hour, that do not deserve to live—no matter in what form they may be served to us—do not deserve to be called a book. (See answer to 4.)

8. Figuratively speaking; as we would approach our most valuable friend; for from no other friend can we obtain so readily and so cheaply, the richest treasures of life.

SCIENCE OF EDUCATION.—1. There is a science of education, because different powers of the mind must be specially exercised during the different periods of life, and because each power improves specially and permanently only when exercised in a certain systematic way.

2. The science of education is as exact as the science of medicine, for the principles underlying the development of mental power and those underlying the process of causing to know, have been worked out as clearly, and established as firmly, as have those underlying the processes of causing one to attain or to preserve good health.

3. By experiment and observation of mind processes; and by the logical analysis of the subjects of knowledge, (that is, ideas and relations in and among them may be noted and properly arranged in accordance with the nature and strength of the different powers of the mind.)

4. Certainly, for he can thereby become even more skillful and can be much better fitted to cause others to become skillful.

5. To this extent that psychology treats of one of the two groups of principles upon which the science of education depends, the principles underlying the development of mental power.

6. Most assuredly, the most important educational question of to-day is how to conduct the work of the schools so as to promote the formation of right conduct and a strict regard for human duty. Our schools must teach the principles of ideal manhood and life, if our nation is to endure.

7. Esthetics is the science of beauty and taste, and develops the conceptions and emotions that pertain to fine arts and criticism. In a harmonious development of all the mind powers, it occupies an important place. The practical and moral parts of man receive ornament and strength by its influence. It is an important "alloy" in the make-up of a complete education.

8. Education is the development of man's manly powers to the limit of their capabilities.

U. S. HISTORY.—1. The eastern and western boundaries of the grants were the Atlantic and Pacific oceans. The London Co. held all between the 34th and 38th parallel of latitude; the Plymouth Co., between the 41st and the 45th parallel of latitude. The grants were made by James I., of England, by right of the English claim based on John Cabot's voyage of discovery, 1497.

3. 1st, in New York City; 2nd, (John Adams) in Philadelphia; 3rd, (Thomas Jefferson) in Washington City.

4. The Alien law granted the power, in case of war with any foreign nation or in case of danger of invasion by it, to expel all resident citizens of that nation; another clause gave the president power to send away any alien whom he might think dangerous to the country. Most of the law expired by its own limitation (2 years.)

The Sedition law gave power to punish by fine and imprisonment, any one who was guilty of hindering any officer of the U. S., in the discharge of his duty; or who opposed any of the laws; or who was guilty of writing, printing, or publishing any false, scandalous and malicious writing against congress or the president. This law also expired by its own limitation (1801.)

6. Because of their valuable additions to our literature, and because of their grand and unimpeachable lives as humble citizens of our country, Whittier, Garrison and Harriet Beecher Stowe were the great advocates of the freedom of the slave. Hawthorne was America's greatest romancer. Emerson, the philosopher, poet and essayist. Lowell, the satirist, critic and poet.

6. They have caused every portion of our country to become thoroughly acquainted, in a business sense, with every other portion. They have tended, in certain lines, to keep down sectionalism and establish a broader and more manly regard for each other's conditions and views both politically and socially.

GRAMMAR.—3. (a) Adverb; (b) simply an introductory word used to let the verb precede the subject; (c) an exclamation; (d) a noun.

5. (a) I will be there. (b) He will come to-morrow. (c) Thou shalt not steal. (d) If you visit him, you will find him busy. (e) We will be avenged.

ARITHMETIC.—1. Answer, \$1.324+. 2. The operation of finding a number bearing the same ratio to the multiplicand which the multiplier bears to the unity. (Wentworth.)

3. Answer, $26\frac{2}{3}\%$. 4. Ans., 75 feet. 5. Ans., 30 d.

6. Ans., \$234.27+. 7. While you increase the number of parts, you decrease their size. (See text-book.) 8. $50 \times 42 = 2100$; $58 \times 50 = 2900$; $2900 - 2100 = 800$, answer. 9. Answer, 3000 litres.

10. The L. C. M. of 5, 7, and 10 is 70, answer.

READING.—1. The custom of representing freedom by a picture or a statue of a "fair young girl."

2. There were two or three different ceremonies; in one "the master turned the slave around, with the words 'liber esto,' in the presence of the praetor, that officer or his lictor at the same time striking the slave with his rod." "The *manumissio minus justa* was effected by a sufficient manifestation of the will of the master, as by letter, by words, by putting the *pileus*, (or cap of liberty) on the slave, or by any other formality which had by usage become significant of the intention to liberate."

3. "Armed to the teeth" means ready and equipped for war.

4. The wars of past centuries in which mankind has little by little thrown off subjection to tyranny.

5. That struggling, figuratively speaking, or vigorous exercise, plainly speaking, will develop the different parts of the body.

6. Personification. Kings have used their utmost efforts against thee, and have fought their fiercest wars to arrest thy progress.

7. One of America's greatest poets.

PROBLEMS

PROBLEMS, SOLUTIONS, ETC.

Problem 36, October Journal.

Let x = the seconds required for John to run one yard, and y = the seconds required for James to run one yard; then,—

$$x = 200y - 8y - 4,$$

$$1, 200x - 20x = 200y - 16y - 5, \text{ from which}$$

$$\frac{1}{10} \text{ and } y = \frac{1}{10}; \frac{2}{10} = 20 \text{ (seconds), John's time;}$$

$$= 25 \text{ (seconds) James's time.}$$

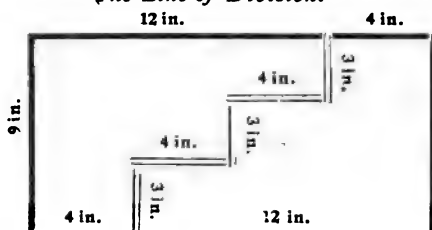
(D. M. Deery.)

Two solutions to No. 42 have been received, but neither is correct again. This is one of the best problems in "Stocks" that we have ever seen.

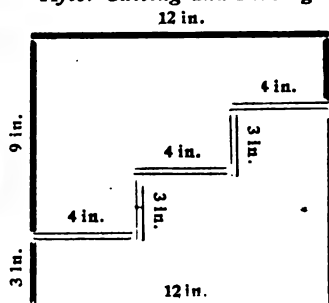
Problem 41, December Journal.

The following figures illustrate the solution:

The Line of Division.



After Cutting and Placing.



ORTHELO MILLER, Carlos City, Ind.

Problem 44, December Journal.

If B is allowed 4% for cash, 96%=\$960, or
100%=\$1000, amount of old debt cancelled.

\$1324-\$1000=\$324, amt. yet due. MILO MILLER, Francesville, Ind.

A very neat solution to No. 43 has been received from Milton Whittenberger, Rochester, Ind.

Who will solve No. 39?

A R. Williams, of Horn, Ind., asks, "Why, in the Indiana Arithmetic, are 365 days used for a year in article 361, and only 360 days in articles 357 and 359, all being in bank discount?"

Elmer Cummings, of Houston, Ind., wants to know, "Who became acting vice-president on the death of George Clinton? Elbridge Gerry? W. H. Harrison? Z. Taylor? A. Lincoln? Henry Wilson? J. A. Garfield? T. A. Hendricks?"

We ask for a discussion as to the correctness of the following selections:

1. All disease germs are not vegetable. (Dr. —.)
2. Every teacher is not successful. (Supt. —.)
3. No class of men contributed so much to the mental growth of New England as the ministers of religion. (A prominent text-book on U. S. History.)
4. The Americans had only dropped the spade to seize the musket. (Id.)
5. The cells *** can only do their particular work when well supplied with oxygen. *** (Ind. Phys.)
6. A company of English and Americans were formed. (A new work on U. S. History.)
7. James Russell Lowell, the satirist, the critic, the poet. (Id.)
8. It is the method of all others for promoting the discovery of truth. (Payne's translation of Compayre.)
9. I know of no terms more badly defined * * * than the words *analysis* and *synthesis*. (Id.)
10. All of them are not faultless. (Id.)

Solutions to problems 39, 40 and 42 are desired.

45. What is the price of eggs per dozen when two less for 12 cents raises the price one cent per dozen? (Milne's High School Alg.)

46. The map of a country is drawn on a scale of $\frac{1}{16}$ of an inch to a mile; what area on the map will represent 4000 acres?

47. I invest half of a certain sum in 3 per cents. at 92, and the rest in $3\frac{1}{2}$ per cents. at 98, and receive \$55 as income; find the sum.

CREDITS.—36, D. M. Deeg, Lake, Spencer Co., Ind.; 37, 38, Ethebert Woodburn, Lochiel, Ind.; 41, Orthelo Miller, Carlos City, Ind.; 44, Anna Kreitlein, Aurora, Ind.; 44, J. N. Smart, Goshen, Ind., Milo Miller, Francesville, Ind.; 43, 44, Milton Whittenberger, Rochester, Ind; Della Marion, of Brownstown, Ind., sends a very neat and excellent solution to problem 6, page 251, of Ind. Comp. Arith., the result being "221 days from April 1—Nov. 8."

Send all communications to W. F. L. Sanders, Connorsville, Ind. Be prompt.

MISCELLANY.

THE Crawford county manual indicates educational enterprise and growth under the direction of Co. Supt. J. R. Duffin.

THE Reading Circle Board has adopted, for the teachers' circle, the coming year, McMurry's General Methods, and some plays from Shakespeare.

EVANSVILLE is moving in the direction of a public circulating library. Every other city in the state that does not already have a library should follow this example.

TIPTON COUNTY.—County Supt. A. H. Pence reports his schools as doing well and says they will average over six months in length this year. He will take his new place Jan. 1.

THE National Superintendents' Association will hold its next annual meeting in Cleveland, Ohio, February 19, 20, 21 Superintendent Wm. H. Maxwell, of Brooklyn, N. Y., is president.

UNION Christian College, located at Merom, sends out its catalogue for its thirty-fourth year. It shows that the school is making progress and is doing a high grade of work. L. J. Aldrich, D. D., is president.

NEW ALBANY seems to be moving toward the front in school matters. The board has this year, furnished over \$500 worth of books for supplemental and grade work, and are ready to furnish as much more as needed.

THE National Educational Association will meet July 5-12, 1895, Denver, Col. Aaron Gove, superintendent of the Denver schools, chairman of the local committee and will make all things ready for a winter meeting. The usual low rates have been secured and the program will soon be ready. Nicholas Murray Butler is the president-elect.

KNOX has an enrollment of 285, with six teachers. Two years of the high school course are represented. The new building is quite an incentive to both teachers and pupils to do excellent work. A. J. Whiteleather is principal with J. H. Brickles as first assistant, who is doing his fourth year's work here.

OAKLAND CITY is one of the enterprising, growing places of the state, and its schools share the general prosperity. F. D. Churchill has charge of the schools and is doing his usual good work. He is making a success of a lecture course. He has one lecture each month and charges a small fee to cover expenses.

THE Northern Indiana Normal School at Valparaiso is now in its twenty-second year, and each year has been better than its predecessor. This is a remarkable record. It has not only increased in numbers, but in its facilities, and in the character of its work. It is now enlarging its library. H. B. Brown is still at its head.

TEACHERS should remember that they are responsible, in a large degree, for the health of the children. The temperature of the room, the ventilation, the drafts, the light as affecting the eyes, are all matters that vitally affect the children, and are largely under the control of the teacher. This is responsibility that cannot be shirked.

OUIATANON.—On the west side of the Wabash river, four miles below LaFayette is one of the historic spots of Indiana. It is the site of Post Ouiatanon, (pronounced We-ah-tah-non). Prof. O. J. Craig, of Purdue University, has made extensive study of the history of this old post and his report makes a pamphlet of 32 pages. It is interesting reading.

VINCENNES UNIVERSITY.—Prof. George B. Miller, of the department of mathematics, has accepted the chair of mathematics in the California School of Mechanical Arts, founded in San Francisco, by the late James Lick. Prof. Miller leaves for the Pacific coast in a few days. Mr. Frank Foster, formerly a tutor in Leland Stanford University, has been elected to fill his place.

ANDERSON employs fifty-six teachers and is working hard to find and use the best appliances and the best methods in school work. A program for monthly teachers' meetings has been made out and printed for the year. It works out four lines of study, viz.: history of education, child study, educational criticism and theory and practice of teaching. Such consecutive work must result in much good. John W. Carr is superintendent and is certainly working along proper lines.

HENRY Co.—All the townships in the county except two have high school accommodations, and the trustees of these townships offer to pay the tuition of all who desire to do higher work. Thus in all parts of Henry county pupils who have completed the common school work, whether in town or county, have offered to them the privilege of attending free high schools. Henry is one of two counties only in Indiana, and possibly the United States, that offers such advantages to all the children. Wayne county is the other.

THORNTOWN dedicated a new high school building December 21. The occasion was one long to be remembered. The exercises extended over the afternoon and evening. As the high school is the successor of the old Thorntown academy, two of the academy principals were present and made the principal addresses. These two men were Rev. Chas. N. Sims and Dr. John Clark Ridpath, both of whom enjoy more than a state reputation. A. E. Malsbary is still superintendent of the schools. He is to be congratulated on his new facilities for doing good work.

JOHNSON COUNTY.—One of the U. S. battle ships has been named *Indiana* in honor of this state and an effort is being made to raise money with which to make the ship a suitable present. Johnson county takes the lead in putting the matter before the school children. After an explanation of the matter the children are each allowed to contribute something—even if it is no more than a penny. In this way a lesson in state pride and patriotism is taught. County superintendent E. L. Hendricks is taking the lead in the matter. The money thus raised is to be used in buying a library for the ship.

NEW YORK CITY is to be enlarged in area and population. At the late election a majority of votes was given both by New York, Brooklyn and contiguous territory specified, in favor of consolidation under one government. The city area will now include three hundred square miles, embracing a population of about three millions. Legislative approval is yet required to make the vote effective, but this will doubtless be given. Thus New York will become not only the first city in America (Chicago now claiming the first place), but will probably forever hold the first place on this continent. New York and Brooklyn are practically one city anyway, and it is wholly probable that a single government will be for the best interest of the people.

INDIANA UNIVERSITY.—The board of trustees decided to have the dedication of Kirkwood Hall, January 25th. The members of the legislature and other state officials will be invited to attend these exercises. The principal address will be given at the old college chapel, after which those in attendance will listen to short addresses by President Swain in behalf of the university at large, by Dr. William L. Bryan in behalf of the faculty, by Miss Edna Henry for the students and by Judge Duncan as representative of the citizens of the state. The exercises will take the place of the annual dedication day exercises. On this day all the friends of the university will join in wishing her continued prosperity, and will incidentally pay her so richly due to the venerable scientist and beloved teacher whose distinguished name the new hall bears.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

PERSONAL.

F. D. GRAY is on guard at Fremont.

ALBERT J. COLLINS is principal at Orland.

THOS. P. FRENCH is the man to see at Hamilton.

GEO. H. REIBOLT has charge of the schools at Laurel.

F. K. MOWRER is the man in charge of the Warren schools.

E. E. VANCE is principal of the high school at Hagerstown.

W. E. HECKENLIVELY directs the schools at Pleasant Lake.

R. L. THIEBAUD holds the reins at Patriot and is making progress.

E. BRADNER is the man to consult if you wish to enter school at Hudson.

J. W. WYANDT superintends the schools at Angola where he directs the work of eight teachers.

A. C. FLESHMAN, formerly of Indiana, is now superintendent of schools at Winchester, Ky.

D. M. GEETING, state superintendent-elect, ran ahead of his ticket. His majority was 2922 greater than that of the head of the ticket.

PRESIDENT SMART, of Purdue University, is having some serious trouble with his eyes, but he is as full of energy and pluck as ever, and Purdue is doing its best work.

EDWARD TAYLOR, formerly of this state but at present superintendent of schools at Owensboro, Ky., has just been elected superintendent of schools at Bowling Green, Ky., at a salary of \$2000. Good for Bro. Taylor.

MISS SADIE L. MONTGOMERY, an Indiana teacher who is now director of the primary and kindergarten department of the State Normal school at Emporia, Kan., is willing to engage to do institute work in her native state the coming season.

E. E. FORSYTHE, who has charge of the Nineveh schools, after reading the article in the November JOURNAL on letter-writing, has had his pupils write letters, which have been sent to other schools and put into the hands of pupils who write answers. He reports that his pupils are greatly interested and gaining much information.

W. J. BUTTON, formerly an Indiana teacher, but for many years a successful western manager for Harper & Bros., is now eastern manager for the Werner Co., with headquarters at 5-7 East 16th street, New York City. The Werner Co. has recently completed its series of educational school books, and has employed some of the best talent in the country to manage this department.

MISS FANNIE JOHNSON recently died at her home near Indianapolis. She was a teacher of more than average ability, and her life was adorned by the graces of christian womanhood.

"While there shall be a mound to tell,
Where rests her house of clay,
Oh! may her voice as magic swell
Our souls from day to day."

A. C. SHORTRIDGE, the first superintendent of the Indianapolis schools, has been out of the school work so long that the younger teachers of the state do not know him, but the older ones remember him as the leading educator of his time. No man has done more for the Indianapolis schools and his influence on the schools of the state is still felt. The writer recently had the pleasure of spending an evening with Mr. Shortridge and about twenty-five of his old teachers. It is needless to say that the meeting was a pleasant one. A majority of the leading teachers in the city schools are those who had their start with Prof. Shortridge, and they are unanimous in attributing to him credit for much of their success. No superintendent ever had warmer and more devoted friends among his teachers. Mr. Shortridge is now living quietly on a little farm near Indianapolis.

BOOK TABLE.

"THE YOUNG INVESTIGATOR" is a paper intended for amateur scientists—young people and teachers who are interested in science study. See advertisement on another page.

Nos. 64, 65, and 66 of the Riverside Literature Series, contains *The Tales from Shakespeare*, by Charles and Mary Lamb. No. 67 contains Shakespeare's play of *Julius Cæsar*. Price of each, 15 cents. Published by Houghton, Mifflin & Co., Boston.

MAYNARD, MERRILL & Co., New York, issue "*Die Wandelnde Glocke*" in their series of German books for beginners and "*Ce Qu'on voit*" in their series of French books. These little books are uniform in size and binding with their predecessors. Price, 25 cents.

TEACHERS who would like a picture of Washington for their school rooms can get a life-size photo-gravure, unframed for \$1.00, by addressing A. W. Elson, 146 Oliver St., Boston, Mass. This is always suitable for the school room, and draped with flags is a beautiful and valuable decoration for any and every occasion. In February issue will be found a Washington Day Program.

G. P. PUTNAM'S SONS, New York, have commenced a new and beautiful series of books. The series is entitled, "*Little Journeys to the Homes of Good Men and Great.*" No. 1 is devoted to the home of George Eliot. These books will be issued monthly at the low price of 50 cents per year or 5 cents a number. They are beautifully executed on heavy paper, with clear type. The book before us seems admirable in every respect.

MESSRS. HARPER & BROTHERS announce many new features for their publications in 1895. The *Monthly*, *Weekly*, *Bazaar* and *Young People* are among the foremost publications in the world in their respective fields. The *Weekly* has greatly improved in the past year, in its editorial department. It presents promptly illustrations of leading vents in all parts of the world. The high standard of its editorial comment is maintained, and it fulfills, in every way the highest ideal of the weekly journal.

THE Christmas issues of *The Breeder's Gazette* are everywhere acknowledged to be the finest publication of the year in the entire field of agricultural journalism. That for 1894 surpasses all its predecessors both in the beauty and variety of its illustrations and the character of its reading. It is the greatest weekly newspaper for stock-growers in the world. If you don't believe it send for a free specimen copy and judge for yourself. Address J. H. Sanders Pub. Co., 358 Dearborn St., Chicago, Ill.

HARPER'S YOUNG PEOPLE for 1894 is a handsome bound volume of 888 pp. It is always a favorite with the young folks, and even older people find much enjoyment in its stories and pictures. The volume for 1894 has been richer than ever in all that makes this an attractive periodical. Among the contributors have been Kirk Monroe, Margaret E. Sangster, Ruth McNery Stuart, John Kendrick Bangs and other favorites of children. The illustrations have been excellent and several finely-finished, full-page portraits of eminent men have graced its pages. Price, \$3.50.

A HISTORY OF THE UNITED STATES FOR SCHOOLS.—By John Fisk, Litt. D., LL. D. Houghton, Mifflin & Co.; Boston. To those who are acquainted with Mr. Fisk's work on "Civil Government in the United States" this book will need no recommendation. Mr. Fisk has here told the story of the United States clearly, omitting unnecessary details, emphasizing facts which were the cause or result of certain vital conditions in the life of the country. In selecting illustrations, such only are selected as help the understanding or appreciation of the history. At the end of each chapter are suggestive questions and directions and topics for collateral reading. In the appendix Mr. Fisk gives a list of novels, poems, songs, etc., relating to United States History. It is interesting to read what poems, etc., a great historian considers worthy of notice.

THE EDUCATION OF THE GREEK PEOPLE AND ITS INFLUENCE ON CIVILIZATION —By Thomas Davidson. This is Vol. XXVIII of the International Educational Series. Edited by Wm. T. Harris. "This work is not intended for scholars or specialists, but for that large body of teachers throughout the country who are trying to do their duty, but are suffering from that want of enthusiasm which necessarily comes from being unable to clearly see the end and purpose of their labors, or to invest any end with sublime import. I have sought to show them that the end of their work is the redemption of humanity, an essential part of that process by which it is gradually being elevated to moral freedom and to suggest to them the direction in which they ought to turn their chief efforts. If I can make even a few of them feel the consecration that comes from single-minded devotion to a great end I shall hold that this book has accomplished its purpose."—*Author's Preface*. D. Appleton & Co., New York.

KELLOGG'S SECOND BOOK IN PHYSIOLOGY AND HYGIENE for grammar and secondary schools. By J. H. Kellogg, M. D., member of the

American and British Associations for the Advancement of Science. Particular attention is directed in this little volume to that branch of hygiene which relates to the use and abuse of alcohol, tobacco, and other narcotics and stimulants. In these days, when the use of the cigarette is so prevalent and when anti-cigarette societies are springing up in many localities, these chapters on hygiene will universally recommend themselves. It is claimed that several new and valuable facts are presented on this subject of stimulants, which are the result of the author's original researches. The aim of the author throughout has been to present only such facts as are of practical value, and to arrange these facts in a natural and logical order. The book is finely illustrated; it is printed on smooth paper, and in every way made attractive to the sight and touch. American Book Company. Price, 80 cents.

THE AGE OF FABLE.—By Thomas Bulfinch. This is a new edition of this very popular and useful book. In this edition the scope of the work has been much enlarged by connecting the subject with sculpture and painting. Nearly one hundred pages have been added to the former edition, and many fine illustrations and descriptions of the works of celebrated artists are given, as well as information as to their present location. An exhaustive index has also been added. Since literature is so full of allusions to mythology, a complete understanding of one implies an intimate acquaintance with the other. When Byron calls Rome "The Niobe of Nations" or says of Venice "She looks like a Sea Cybele fresh from the Ocean," he calls up to the mind of one familiar with our subject, illustrations more vivid and striking than the pen could furnish, but which are lost to the reader ignorant of mythology. The present edition will serve to explain all ordinary references to things classical in English literature. Lee & Shepard, Boston. Price, \$2.50.

BEACON LIGHTS OF PATRIOTISM; or, Historic Incentives to Virtue and Good Citizenship, dedicated to American youth. By Gen. Henry B. Carrington, author of "Battles of the American Revolution," and other historical and patriotic volumes. 8vo., 443 pp. Introductory price, to schools and classes, 72 cents. Silver, Burdett & Co., Boston. The present volume contains nearly three hundred choice selections and contributions, with historical notes, commencing with the earliest Hebrew history and closing with the Columbian Exposition. Of living contributors there are nearly fifty. No question of current interest to Americans is without presentment, and neither sectional nor partisan elements have been admitted. Among the twelve parts into which the book is divided, the following are complete with gems for declamation, recitation, or study, touching as they do all leading elements of character or conditions of maturing citizenship: "Memorable Battlefields and Incidents," "Incentives to Patriotism," "Hints to Young America," and "Schoolroom Hints and Echoes." A single copy will be sent, postpaid, by the publishers, any address, on receipt of 80 cents.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 12-tf.

Do not fail to read advertisement of Ginn & Co., found on another page.

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IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

BY APPLYING to the Albert Teachers' Agency, (C. J. Albert, manager) 211 Wabash Ave., Chicago, you will receive full, accurate, and confidential information concerning one to three candidates for any positions you may have to fill, free of charge. State full particulars. Correspondence with good teachers solicited. 1-2t

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REPORT OF THE STATE TEACHERS' ASSOCIATION.

THE FORTY-FIRST ANNUAL CONVENTION OF THE INDIANA STATE TEACHERS' ASSOCIATION WAS HELD AT PLYMOUTH CHURCH, INDIANAPOLIS, INDIANA, DECEMBER 26, 27, 28, 1894.

On the evening of December 26, the meeting was called to order by the retiring President, L. O. Dale, of Wabash. The exercises were opened with a solo, by Miss Edith Graham, Supervisor of Music, Noblesville, after which prayer was offered by Rev. F. E. Dewhurst, pastor of Plymouth Church. The retiring President then delivered his address:

From the earliest records accessible to the public, we learn that on December 25-27, 1855, the Teachers' Association met at Madison, Indiana, the session beginning Tuesday night, December 25. (This was the second meeting of the association.)

The president of the association that year was Dr. William M. Daily, then president of the State University. President Daily delivered an address to the association on the second day of its meeting.

This year, the State University, with greatly enlarged facilities and growing importance to our state, is represented by its president, Joseph Swain, who is also the president of our association, and will address this body of teachers this evening.

At that convention in 1855, a committee was appointed to "draft a memorial" to present to the next Legislature, urging the propriety and wisdom of the commonwealth making provision for the establishment of a normal school. To-day the normal school is an established fact, and sustains a vital relation to our system of public schools. It is represented on our program by its President W. W. Parsons.

An address was delivered at that meeting on "The Teacher's Mission," by Caleb B. Mills, Superintendent of Public Instruction. This year we have on our program our State Supt. Hervey D. Vories, who is to address the association on the subject, "The State Superintendency."

At that association also our INDIANA SCHOOL JOURNAL was born.

The association as a whole became its proprietor, and operated it by creating a board of editors, consisting of a resident editor, (to reside at Indianapolis) and seven assistant editors, two of whom were ladies. The JOURNAL was launched into existence with 475 copies subscribed for, and \$200 in cash, donated by Wm. B. Smith & Co., a School-Book House of Cincinnati. W. A. Bell is now its sole proprietor and editor. Long may the JOURNAL live to reflect the *best* in educational affairs.

We find that A. D. Fillmore was at that meeting and read a paper entitled, "Vocal Music in Schools." The association resolved that music ought to be taught in the public schools. And now after thirty-nine years of agitation, we have not, except in a few instances, music taught in our public schools. The interests of music are in charge of a number of those engaged in teaching it in a few of our cities. May we not hope that this question will soon be settled in favor of a *requirement* that music shall be taught in the public schools.

These coincidents have no value in themselves but suggest many points for reflection along the line of our growth in educational affairs. I think many of you will be interested in knowing the names of some of the leaders among the teachers of forty years ago, and in noting some of the subjects discussed. We mention Rev. Dr. Crowe, of Hanover; Charles Barnes, of New Albany, president-elect for 1856; S. H. Thompson, Hanover; E. O. Hovey, Crawfordsville; Geo. Campbell, Oxford; Rufus Patch, Ontario; E. E. E. Bragdon, Greencastle; J. Hurty, Richmond, and Jno. M. Coyner, Greencastle, vice-president elect; G. A. Chase, Greencastle, recording secretary; E. P. Cole, Evansville, corresponding secretary, and John B. Dillon, Indianapolis, treasurer.

EXECUTIVE COMMITTEE.

S. T. Bowen, Indianapolis, chairman; J. S. Rankin, Hanover; S. R. Adams, Washington; C. N. Todd, Indianapolis; J. Hurty, Richmond; A. J. Vawter, LaFayette, and George W. Hoss, Indianapolis.

George B. Stone was resident editor of the JOURNAL. Assistants, W. D. Henkle, Richmond; E. P. Cole, Evansville; G. A. Chase, Greencastle; Rufus Patch, Ontario; B. F. Hoyt, Lawrenceburg; Mary F. Wells, Madison, and M. Jane Chamberlain, Indianapolis.

Exercises were given by George B. Stone, on "The Importance of Geography and the Best Method of Teaching It;" Mr. Hurty on "How to Teach Arithmetic," his method illustrated by using the convention for a class; Mr. Henkle, of Richmond, on "The Introduction of the Phonetic Method of Spelling into Our Primary Schools, as the Means of Shortening the Period Necessary to Learn to Read by the Romantic Method;" Mr. Chase, of Greencastle, on "English Grammar."

A resolution was offered by Mr. Bishop, of Hanover, emphasizing the importance of a thorough knowledge of the English language and literature, and urging that more attention be given by teachers to Latin, Greek and Anglo-Saxon "as the great fountain-sources of our literature;" a second resolution by Mr. Stephens, of Richmond, condemning the use of tobacco in all its forms.

The Journal of 1856 contained articles written upon the following subjects, valuable to us, perhaps, as a means of indicating the stage of development of the profession and the questions in which they were most interested at that time: (a) "Cooperation of Parents;" (b) "A Model Trustee;" (c) A Coincident of School Life;" (d) "Borrow no Trouble from What You Can't Help;" (e) "How Shall I Make Scholars Interested in their Studies?" (f) Nebulae; (g) Region of Constant Rains; (h) "Selvas of the Amazon;" (i) Etymology of Words; (j) Mathematical Department, containing easy problems; (k) A Chapter on Motives; (l) Extract from Rev. Frederick D. Huntington's address on "Unconscious Tuition" and one on "Conducting a Recitation." The essentials for a successful recitation were given as follows:—1. Care in assigning lessons; the pupils should be instructed as to the manner in which they will be expected to recite. 2. Attention. 3. Encouragement. 4. Exactness. 5. Energy. Under this heading the writer said, "But in our earnestness and zeal for the *fortiter in re*, it is well, on the other hand, to guard against a forgetfulness of the *suaviter in modo*. It might be understood by all students of Latin and English alike by reading—"But while in our earnestness and zeal for being resolute in deed, it is well, on the other hand, to guard against a forgetfulness of being gentle in manner."

From the glimpse we can get from the above, and from a perusal of the old copies of the SCHOOL JOURNAL, and from what many of those present to-night know, we are impressed with the thought that marked progress has been made during the past forty years in all that has to do with education. We shall not despise the day of small things. There was much to be commended, and a close observer can see the seed of what was to ripen into better things.

The President-elect, Joseph Swain, president of Indiana University, was now introduced and the audience, listened to his interesting inaugural address on the subject:

INDIANA UNIVERSITY.

The following is a part of the address:

I have been much interested, upon a careful examination of the catalogues of the universities in the United States outside of Indiana, to learn how many students from Indiana go to colleges outside of the state. An examination of the catalogues of 40 out of over 400 colleges shows 385 Indiana students. The total expense of these students, calculated from the estimated expenses by the authorities of these institutions, shows, that about \$150,000 go out from Indiana to maintain these students outside our state. When we consider all the colleges not contained in the above examination, it is safe so say that about one-half a million dollars go out from Indiana annually to educate Indiana's sons and daughters in institutions outside the state. Give us the money to make a great institution of learning and Indiana will not only save the greater part of the one-half million in the state, but she will bring the sons and daughters of other states to spend a half

million more. More than one-half million is spent in Michigan by students at Ann Arbor whose homes are in other states. This financial statement only feebly expresses the loss to a state lacking such an institution. Our students go off to other institutions and are lost to the state. Many of the young men who go to institutions outside the state lose their state pride and patriotism and become citizens of other states. I have heard President Angell, of Michigan University, say with force and truth that one of the great benefits of the University to the state of Michigan was the fact that able young men who come to Michigan University to study not unfrequently take up their residence in the state and become useful and influential citizens. For the lack of financial support to Indiana University we are allowing many of the best of our sons and daughters to be educated outside the state and to be lost to it.

If David Starr Jordan is worth \$10,000 per year to California he is worth that much to Indiana University. "Strong men make a university. A great man never fails to make a great mark on every youth with whom he comes in contact." If John Merle Coulter is worth \$8,000 a year to Illinois (he is paid \$7,000 and furnished a fine house), he is worth the same to Indiana. In educational affairs, as everywhere else, the high-priced men are the cheap men. If Jeremiah Jenks is worth \$4,250 per annum to the state of New York he is worth the same to Indiana. It is just as important that the young people of Indiana be trained to good citizenship and the doctrines of a sound political science be taught here as in Cornell University. Yet for lack of sufficient appropriation to our State University we have allowed Jordan to go to Stanford University, Coulter to Lake Forest and Jenks to Cornell. If Richard G. Boone is worth \$4,000 per annum to the state of Michigan, he is worth the same to us. If his labors in training the teachers of the Michigan Normal School at Ypsilanti are of such value they should be here in Indiana where he has known the conditions from infancy up through long service to the schools of our state. If Dr. John Casper Branner's ability and knowledge of geology is worth \$5,000 to another state in the Union it is worth the same to Indiana. There is no other possession of a state to be compared with the possession of strong, far-seeing, good, scholarly men and women.

What has been said of these men is true of others who have more recently been taken away from Indiana University. Professors Barnes, Huffcut, Green, Griggs, Matskie, Gilbert, Ross, are now receiving salaries nearly double the ones they received in our state. Just last June two professors were taken from Indiana University—Drs. Merrill and Davidson—one to receive \$1,000 per annum more than in Indiana University, and the other \$1,500 more.

To summarize this statement; within the last four years fifteen (15) professors have gone from Indiana University to other institutions, and the total sum of money paid these fifteen professors in the institutions to which they have gone is just \$1,000 more now than twice what it was then. A wise educational policy would have retained these

men in Indiana, and it is our duty to see that the representatives of the people appreciate these facts.

There is no legitimate reason why Indiana should do less for its State University than Michigan, Wisconsin, Minnesota or California do for their universities. The University of Michigan has an annual income of \$375,000, which will increase with the wealth of the state. At its last session the Legislature of Michigan passed a bill making a tax of one-sixth of a mill on the taxable property of the state, which yields a revenue of \$188,000 this year and will increase with the growth and wealth of the state. This, together with other appropriations and income, makes the whole income \$375,000, as I have above indicated. The University of Wisconsin has an income of \$350,000, derived chiefly from two different taxes. One of them is the result of a bill passed some years ago. This is a tax of one-eighth of a mill on the dollar on the taxable property of the state. The income derived from this tax is to pay the salary roll. They have also a bill of one-tenth of a mill on the dollar to run six years for the purpose of buildings. The university already has buildings which have cost the state \$1,200,000. They have just finished a fine stone law building, which cost about \$85,000, and a fine gymnasium which cost \$130,000. This is probably second to no gymnasium in the United States. Notwithstanding the fact that this one-tenth of a mill tax to run six years for building purposes, now yields about \$68,000 annually, and it is expected the legislature will extend the time, it is determined to ask the coming legislature for an extra appropriation of not less than \$250,000 with which to build a new library, and the people of the state are wise enough to see that the university needs the equipment. The State University of Illinois will dedicate a building for physics and engineering the 15th of this month. The cost of this building is \$160,000. The last legislature increased their income from \$100,000 to \$140,000 and the authorities believe that the time has come when Illinois, like Michigan and Wisconsin, must have a law which will give them an increasing revenue.

I have given a few of the many facts which may be gathered to show that there are immense strides now being made in the development of our sister State Universities. There is no more remarkable fact in the last decade than the development of our State Institutions of higher learning in the west and northwest.

The University of Missouri, a state whose wealth does not compare with that of Indiana, "has received from the state since February, 1891, by direct appropriations and in interest on its endowments, \$1,525,000. More than \$550,000 has recently been put into new buildings and new equipments." The endowment and value of the buildings, grounds, and other equipments amount to more than \$2,200,000.

I have recently visited three of the best of the western institutions and I put it modestly when I say that no University in the Union has done so much for its state with the money it had as has Indiana University, but since the advanced methods now used are being introduced in other state institutions, Indiana University can not hope to long

maintain its place alongside of institutions in which there is a new awakening of educational life, and which have from two to five times as much income as our University. I am sure that Indiana University, for the money it pays, has the best faculty of any of the state institutions, but we must have more revenue to keep the men we have, to add men for whom there is already a great demand, and to increase our grounds, buildings, laboratories and library.

I believe a bill should be passed giving us an annual income derived from a tax of one-fifth or one-sixth of a mill on the dollar on the taxable property of the state. This is a very small tax. There is a very small per cent. of the people of the state who pay a tax on \$6,000. A tax of one-sixth of a mill on \$6,000 would yield one dollar each year. A man who pays tax on \$1,000 would pay sixteen and two-thirds cents, etc. This tax is one that the tax-payer of the state would not feel and the University would more than repay to the state every dollar expended on it. We need an assembly hall to cost \$50,000; a gymnasium to cost \$40,000; a heating plant which would cost \$50,000; a science building to cost \$50,000, and a building for Philosophy, English, History and Political Science to cost \$60,000. These are conservative estimates.

I would suggest that the Board determine at this meeting on the amount for which we shall ask the Legislature and the form that the request shall take. There are three possibilities before us:

Either an extension of the endowment for another thirteen years, or some other period; a large increase of our annual appropriations; or a fraction of a mill tax, such as Wisconsin, Michigan, and other states already have.

The tax of one-sixth of a mill seems very small. The average taxpayer will have to pay but a few cents of annual tax, and a fraction of a mill tax would give us an increasing revenue. The universities which have this tax are pleased with the plan, and there has not yet been any inclination on the part of the people of the states to change the law, but rather to recommend it as a fixed tax. An examination of the drift of legislation in the United States shows that it is toward a fraction of a mill tax.

The amount of the taxable property of the state of Indiana for the year 1893, as shown by the state auditor's account, is \$1,302,310,250. Thus the tax of one-sixth of a mill in the State would yield something over \$200,000 per annum. The last vote for governor in Indiana shows nearly 600,000 votes. Thus such a tax would mean that the average tax payer would pay about thirty-three and one-third cents per annum for the support of the State University. He now pays less than twelve cents per annum.

"There is nothing more certain than that Indiana will one day have a university worthy of the state. The only question is this: How soon will it be? It was said of the coming of a strong man to a state institution in a neighboring state that every teacher in that state felt that his profession was enobled, his own work was strengthened, and he

had a little more self-respect on account of this man's coming as the head of the State University. Every high-minded, scholarly man and woman whom we retain in or bring to Indiana, makes the state so much stronger, the rights of every individual so much securer, and the aspirations of us all so much higher. In order that Indiana University may be more useful to the whole state in helping it to grow toward a richer, higher, nobler civilization, she asks the help of every teacher and friend of education."

The flute solo by Claude M. Hamilton was well rendered, after which the last subject of the evening was presented. It was a symposium—The Report of the "Committee of Ten," and was divided and discussed as follows:

(a.) "English," Russell Bedgood, principal high school, Lafayette.

(b.) "Mathematics," Wilber V. Brown, associate professor of mathematics, DePauw University.

The following is an abstract of Mr. Brown's paper:

An inspection of the make-up of the conference on mathematics shows it to have been a body of experts, and their unanimous conclusions ought to have great weight.

The teacher of the future who wants to succeed will have to give earnest heed to the report.

The conference undertook no revolution, but called attention to the present methods and prescribed definite remedies.

The paper held that the one mistake of the report was in recommending that geometry and algebra go along side by side, dividing the time. Alternation of topics results in loss of continuity, interest, and energy. Mathematics should be taught consecutively.

One year of such work ought to be sufficient to complete both plane and solid geometry.

The report on arithmetic strongly urges the omission of cube root, much the greater part of denominate numbers, and all of commercial arithmetic except simple percentage. The paper agreed thoroughly with these recommendations, and added greatest common divisor and least common multiple to the list of objectionable topics.

This pruning will save a year of time, which furnishes opportunity to carry out the further recommendation of the report, and improve the present work in simple calculation.

Methods now are careless, slovenly and inaccurate. The school boy ought to be trained to get results as exact as will be expected of him in business life.

The blame of the present condition is to be laid upon the custom of giving undue importance to experience in the selecting of teachers. Other things being equal, the wide out-look that comes from scholarship is much to be preferred to long experience. A little practice gives experience but will not give scholarship.

(c.) "History and Political Science," W. F. L. Sanders, superintendent public schools, Connersville.

(d.) "Natural Science," Willis S. Blatchley, teacher of biology, Terre Haute high school.

(e.) "Omissions of the Committee," Miss Clara A. Mering, teacher of English and history, Richmond high school.

A rational course of study must not only stimulate and train the human faculties, but must furnish such kinds of knowledge as will render the individual best fitted for the duties of life, best trained to become a useful and efficient citizen. Both the committee and the president are aware of the incomplete character of their work and have apologized for their failure to provide for the ethical and aesthetic training of the young.

In order that man's purest nature, the intellectual, may energize, his moral nature must be brought to its highest condition. The imagination must be cultivated that man may grasp moral principles; and that he may get the most out of life, he must learn to appreciate the beautiful. The dangers of higher civilization require greater moral training; increased intellectual activity and more extended industrial enterprise give a new importance to the moral qualities which each requires. It is a principle as old as Aristotle that the welfare of the state depends upon the welfare of the people who compose it, hence, the state must recognize the moral culture and education of its people and as the elements of moral virtue must be implanted the people have a right to demand that provision be made for this by public institutions. We can not disclaim all responsibility for moral training because the church and state are separated, and largely upon the school devolves the training of the will; the development of self-control. The school must develop that altruism which shall restrain undue egoism. It must give such an ethical training that the young will see the true relation between cause and effect. The end of education is the formation of character, and the development of the higher spiritual nature of the individual, and any study which tends to broaden his vision is of incalculable value. The mind expresses itself not only in character but in art and art fulfills its purpose by revealing beauty. Art has invested all the outward apparatus of civic, religious and national life with poetic association and through art is expressed all the emotions of antiquity. What better than art, through its various stages of growth, can improve the discriminating power of the eye, cultivate the skill of the hand, develop the perceptive faculties, teach self-restraint? The moral and aesthetic perception might be called the sixth sense. The committee has ignored the fields of ethics and aesthetics as factors in the growth of character. Its report lacks that uplifting influence which is necessary to secure the highest results. It has reduced education to a mere acquiring of facts and has overlooked that essential culture gained through art, music and literature. Culture takes man out of the narrow sphere of strife and competition into the world of universal life, but people must learn to see, and just here is the work of the school, that the possession of a

deep and profound culture is not a question of privilege, but a question of making the most of what one has.

Children must be taught not to look upon education merely as a preparation for life, but as a part of life itself, that they should strive for whatever will enlarge and enrich that life, and that as the divine is in man, he should aspire to the satisfaction of that divine nature.

Adjourned.

THURSDAY, DEC. 27.—President Swain announced the following committee: On Reading Circle Board, W. L. Bryan, Bloomington; Miss N. Cropsey, Indianapolis; C. M. Curry, Terre Haute; J. A. Robinson, Martinsville; E. A. Hutchins, Noblesville.

On Resolutions, W. H. Glasscock, Indianapolis; J. N. Study, Richmond; J. A. Miller, Kokomo; Howard Sandison, Terre Haute; J. O. Lewellen, Muncie.

A telegram from Superintendent Aaron Gove, of Denver, inviting the teachers to attend the N. E. A. which meets there in July, '95, was received and read.

The exercises of the morning were opened with high school singing. Audience led by J. S. Bergen, supervisor of music, La Fayette. Dr. Charles N. Sims, pastor Meridian St. M. E. Church, Indianapolis, conducted devotional exercises.

Wm. L. Bryan, professor of philosophy, Indiana University, read a paper on "The Study of Children. [This will be published in full in a later issue.]

"The Intimate and Ethical Value of Good Reading" was the subject of a paper read by Miss Rosalie A. Collins, high school, Evansville.

The following is a brief outline of the paper:

"The Intimate and Ethical Value of Good Reading." The child's teacher—nature—sometimes gives him more valuable lessons than any that we can impart, however earnest we may be. The value of languages, sciences, mathematics, is slight, indeed, when compared to that of the right literary taste, which we should endeavor to foster. The time to begin this literary culture, is at the very commencement of the child's school life, before a different kind of mental pabulum has done its deadly work. To secure this taste, we should not think anything too simple to begin with, provided only it can attract the child and make him realize the powerful charm that may inhere in that queer looking object—a book.

The ethical value of the good book has been proved abundantly. Montaigne's testimony and Milton's both adduced. The writer then considers separately the ethical value of history and biography; next that of poetry, with special reference to Dante among earlier poets and to Burns. Goldsmith, Whittier and Riley among the later writers. Last, the moral power of the realistic novel is dwelt upon and its influence contrasted with the degrading influence of such gross writers as Zola. For our best spiritual guidance, we must go to such retired and austere teachers as Thomas à Kempis and Emerson, whose sym-

pathy and insight make them almost divinely helpful. The blessed influence of the good book should be freely acknowledged by all of us

"Whenever to the sessions of sweet, silent thought,
We summon up remembrance of the past."

After an intermission, the members of the Nominating Committee were announced. First District, F. D. Churchill, Oakland City; Second, J. B. Vernon, Jasper; Third, W. H. Hershman, New Albany; Fourth, J. B. Evans, Rising Sun; Fifth, C. F. Patterson, Edinburg; Sixth, F. A. Cotton, New Castle; Seventh, R. A. Troth, Anderson; Eighth, Wm. A. Millis, Attica; Ninth, B. B. Berry, Fowler; Tenth, J. W. Hamilton, Monticello; Eleventh, A. D. Moffett, Decatur; Twelfth, G. M. Naber, Columbia City; Thirteenth, J. F. Knight, La Porte.

J. S. Bergen led the audience in singing, after which a vocal solo was rendered by Mrs. Frank Jones, of Noblesville. The next exercise was a paper, "Library Possibilities in Cities and Towns of Indiana," by W. P. Burris, Superintendent of Public Schools, Bluffton.

The discussion of this paper was opened by J. A. Carnegie, Superintendent of Schools, Columbus. He said: "It seems that the presentation of the subject at this time is indeed timely. While we have made spasmodic attempts to establish libraries, we have not proceeded in the right way. This paper certainly suggests a systematic way. I feel that our people are more ready than we suppose to fall in line with the matter if it is presented to them in a clear and practical way. One-third of a mill on each dollar will secure quite an amount as a library fund. We, as teachers, are to be the leaders in helping others to see the value of books. We are to show the children the importance of good books and good reading. I feel that we should do all we can to create an interest in this work."

R. A. Ogg, superintendent of schools, Greencastle, followed in discussion. He said: The subject is one of great importance and its discussion should result in the multiplication of libraries in Indiana. The public library at Greencastle is an institution of recognized influence as may be seen from the fact that in addition to the sum received from the tax levied, the city council makes a donation for its support. The first year after the library was made a public library open to all citizens instead of those connected with the public schools only, the donation was \$200. The next year it was increased to \$300, then to \$400, and this year it is made \$500. This generous recognition greatly aids us and meets public approval. Our library now contains over 4200 volumes of carefully selected books and is largely patronized by the public, though we make it of the greatest service in our school work, sending pupils to it for research. The average number of books withdrawn per month is 1400 and the patrons of the reading room from 1200 to 1400.

"Do Our High School Courses of Study Unfit our Boys for Industrial

Pursuits?" was the subject of a paper read by L. P. Doerr, high school Jeffersonville. The following is a brief synopsis:

Teachers will answer in the negative but business men and lawyers, are inclined to give an affirmative reply. The latter opinion is curtailing the influence of the high school. Granting that our courses of study provide for an all-sided mental development, what does it profit if only one boy out of fifty will take that course. Something must be done for our boys. It is man who has founded our institutions and to him chiefly we must look to see them sustained. The reasons for the absence of the boys are, that our high school courses are more immediately practical for girls; they favor those who enter literary pursuits at the expense of the industrial classes; the absence, in some places, of progressive men from the teaching force; the impracticability of many teachers, their failure to give manual training and serious attention to the study of real, working, doing things. Our idealistic leaders forget that many boys do not take kindly to the study of books. Schools should not teach trades but the theory of tools and the elements of construction that underlie them. Advocates of a purely cultural system have not shown that industrial subjects may not be made to have a cultural value. We need more educated farmers, tradesmen and mechanics. The forebodings of evil in the past few years necessitate this. It is asked in the name of greater inventions, the prosperity of all classes and in the interest of civilization,

In discussing this paper, President Smart, of Purdue University, said in part:

I assumed that the writer would prove that the high schools are not doing what they ought for industrial education. If not, why not? The old-time schools and the schools of to-day are vastly different. The boys of forty years ago and the boys of to-day differ widely. Our schools do not do what they ought, but they are improving wonderfully. We could take the old-time boy with our present methods, and do much more for him than we could then, but we cannot find the boy, we forget that. A new world has come in—railroads, telegraphs, newspapers—think what each has done. The boy now is full of all these things—information and misinformation—we must have new ways for the full boy in this new world. We cannot do as much with him as we could have done with the boy forty years ago. We have excellent equipment but we have extended and inflated our course of study until we are trying to do too much. The teachers are not to blame. The public demands of the teacher more than he is able to do. There is not enough money in it; there are too many pupils, the course of study is too long. We ought to find out how much we can do for the child and do it well.

After the President made the announcements, the association adjourned.

THURSDAY EVENING SESSION.—The exercises were opened with a vocal solo by Louis D. Eichhorn, supervisor of music, Bluffton, after

which Hon. E. E. White, LL. D., Columbus, Ohio, delivered the annual address, his subject being "Character." [A full outline of this excellent address will be printed in a later issue of the JOURNAL.]

FRIDAY, DEC. 28.—The exercises of the morning were opened with singing in which the audience was led by W. E. M. Browne, Supervisor of Music, Kokomo. Devotional exercises were conducted by Rev. G. A. Carstensen, rector of St. Paul's Episcopal Church, Indianapolis. The following telegrams were then received:

TOPEKA, KAS, Dec. 27, 1894.

President Indiana State Teachers' Association, Indianapolis:

Kansas State Teachers' Association sends hearty greetings.

W. M. DAVIDSON, Pres.

LINCOLN, NEB., Dec. 27, 1894.

President Indiana State Teachers' Association, Indianapolis, Ind.:

Twelve hundred Nebraska teachers send all the greetings of the season.

JAMES H. CANFIELD, Pres.

By motion, President Swain was authorized to return responses to these greetings and also to send greeting to the Michigan State Teachers' Association in session at Lansing.

J. J. Mills, of Earlham College, read a paper on "Generation of Power—the True End of School Education." [This will be published in full.]

The next exercise was a paper on "Æsthetic Education" read by Miss Mary E. Nicholson, Principal Normal School, Indianapolis. [This paper will be published in full.]

This paper was discussed by Dr. E. E. White, Prof. Cyrus W. Hodgkin, and Prof. Arnold Tompkins.

After a short intermission the association was favored with a vocal solo by Esther Oglesbee, of Huntington. "The Cost of Progress in Education" was the subject of a paper read by A. Wilmer Duff, Professor of Physics, Purdue University.

Miss Nannie C. Love, supervisor of music, Muncie, read a paper on "Public School Music."

John A. Wood, principal high school, Frankfort, read a paper on "The Relations of the Public Schools to the Growing Disregard for Authority."

The committee on the nomination of officers submitted the following report: President, Howard Sandison, of Terre Haute; vice-presidents, B. F. Moore, Frankfort, Mrs. Rosa Mikels, Newcastle, I. V. Busby, Alexandria, E. K. Dye, Bedford, C. M. McDaniels, Madison. Miss Willa J. Hayes, Attica; recording secretary, Miss Annette Ferris, Thorntown; permanent secretary and treasurer, James R. Hart, Lebanon; executive committee, chairman, J. A. Carnagey, Columbus; J. H. Haworth, Edinburg; W. S. Almond, Delphi; Stanley Coulter, LaFayette; Miss Laura Moore, LaPorte; C. N. Peak, Princeton; T. A. Mott, Richmond.

FRIDAY AFTERNOON SESSION.—After a vocal solo by Wm. J. Stabler, supervisor of music, Richmond, Wm. W. Parsons, President Indiana State Normal School, read a paper on "The Educational Doctrines of Hegel."

The following is the closing part of Mr. Parsons' paper:

It is probably in his thought of the individual human being as to his nature and destiny that Hegel has said his most helpful word to the teacher. Education and life derive their definition from the origin, nature and destiny of the individual. In man nature reaches her culmination. In the organic world the principle of self-active energy, manifesting itself as unconscious force in the forms of cohesion, gravitation, electricity, chemism, crystallization, etc., gives the lowest type of individuality. In the plant we witness the phenomena of an energy which by an inscrutable process transfigures its environment, taking it into itself and putting its own form or nature upon it. With the animal first appears an ideal reproduction, that is, a reproduction in idea, of the environment. Here then is a subjective unity of phenomena not before encountered in the ascent. Sensation and free locomotion first appear. In man true individuality is met for the first time. Consciousness and freedom here attain a degree that render the being educable. The plant is cultivated; the animal trained; man is educated.

A being that can think his own nature and destiny, and put forth voluntary effort to achieve his end, can be educated. Hegel sees in man the image—the spiritual reflection—of God. Every child is a child of God—created in the spiritual image of God. He has an infinite nature, possesses infinite possibilities, has an infinite destiny before him. The end of his being is growth into the likeness of the First Principle. Union with God through the suppression and mastery of his caprice, passion and all unreason, is his destiny. To see the tremendous educational significance of this conception of man one need but reflect that the central, ever-present factor in education is the subject of the process—the being himself. The child is to be taught, disciplined, educated. All else is means. In this view man is no longer "the quintessence of dust," but is indeed "noble in reason, infinite in faculty," and of eternal worth in the economy of God's universe. Such a being Hegel's philosophy makes of the individual subject of the educating process. Born in poverty and obscurity, it may be, nurtured in filth and vice, clothed in rags, handicapped in the race of life by the physical and intellectual defects and loaded down with the moral delinquencies of an unworthy ancestry. Hegel, like Froebel, yet sees in this being a divine element which it is the function of education and of life to unfold. It is the glory of the free American public school that at its door these defects and distinctions are lost sight of, as the child enters its portals to be equipped for free citizenship in the commonwealth and for rational participation in the republic of God.

It remains to utter the briefest possible word on the fourth topic named—the Hegelian conception of human institutions.

While recognizing fully that there are ties that bind man to nature and that apart from these he is not intelligible, that he is subject to natural conditions and to all the influences of environment, and that any scientific treatment must take full account of these factors, Hegel yet proclaims his essentially spiritual nature, and affirms him by reason of this to be unique in the finite world. Man has a place in nature, but he also has a place above nature. He is both a natural and a supernatural being. If by his natural being he is tied to the earth, yet by his God-like reason, his aspiration, his will, he is in some degree lifted above the merely natural conditions which surround him. Out of the spiritual side of his being all the institutions of human society have grown. These institutions are all objective manifestations of his higher rational nature. The family, civil society, the state, the church, are not historical accidents. They are of divine origin and authority in that they are founded on the inherent and necessary nature and needs of human spirit. "Without them man were not man; without them he were not the spiritual being that he is." These institutions exist and have their functions in obedience to the command which his spiritual nature lays upon him. The best that is in him utters itself in them. They are a permanent check to his willfulness and perversity, his caprice and unreason. They, therefore, constitute the ethical world in which he must live and move and have his spiritual being. It is this ethical world of institutions in which genuine freedom is to be realized and true individuality maintained.

Individualism, the assertion of the subjective caprice, conviction or will of the individual, tends to its own destruction. The reasonable control and regulation of the particular subjective will by the universal principles of the family, civil society, the state and religious organizations not only work no suppression of true individuality under the ordinary conditions of life, but it is the absolutely essential condition of its preservation.

Into this ethical world, every human being is born. He does not make these conditions. This spiritual environment exists for him on his coming. The laws of this spiritual world are to be learned, respected and obeyed as the very essence of his own spiritual being. So great is Hegel's appreciation of and respect for these institutions that his definition of education and of life makes them processes of becoming ethical, of becoming at home in this ethical order.

One frank admission should be made. Our philosopher has little or no place in his system for the reformer. No system meets the demands of the modern world that does not accord to the individual the supreme, subjective right of protest. But protest itself must respect the organic law under which it is permitted to utter itself; and it must stand ready to accept without complaint the consequence of its own act. Genuine individual liberty is freedom under the law of institutions, pure individualism—freedom without law—is anarchy.

In this conception of institutional life as embodying the intelligence, the conscience and the will of the race, Hegel has given the world the substance of practical ethics for all time.

It has been said that there is an art, a science and a philosophy of education. In the first two aspects of the subject Hegel has no important place except as a lecturer of awkward manner and somewhat unpleasant address. He made no direct contribution to education either as an art or as a science. But as a profound thinker in the whole realm of man's interests, he made a most substantial and enduring contribution to the world's spiritual wealth. In his theory of the First Principle; of the natural world, of man, and of the institutional life of mankind, he laid a foundation for an educational superstructure whose aim will be to help the race become in fact what it is by divine implication—a race of reasonable, free, ethical beings.

D. K. Goss, superintendent of the Indianapolis schools, in discussing the paper said in part:

In the land where Hegel wrote and whose language he spoke, his philosophy has been pronounced dead and buried for thirty years. Though this verdict is probably too radical it can not be denied that the influence of the Jena philosopher is far greater in the United States, and especially in our schools than it is in the Fatherland. There are but two institutions in existence to-day that are lineal descendants of Hegel's philosophy—the Social-Democracy of the German Empire and the Indiana State Normal School. Each institution has the strength and vices of idealism. The proclamations of both too little regard the There and the Now and are too prone to say the final word on the questions they discuss.

The world listens to the man who speaks definitely, dogmatically, especially if he has heart in his words. And so the philosophy of Hegel is most admirably adapted to be the basis of an educational or a political propaganda. However, the pressure of the daily responsibility of action has transformed the Social Democrats of the German Reichstag from pure idealists into the veriest of opportunists. Bebel when asked by his opponents in debate what about the much-promised "State of the Future" now replies, "We will do this thing to-day and to-morrow will make the next step clearer." Much the same has been the experience of Hegelians in education on this side the Atlantic. Though they have done much for primary education in Indiana, probably more than any one else, yet in the presence of the real situations of daily schoolroom life hard and fast dogmatism has given way to a more liberal eclecticism and it has found that no matter what the *ipse dixit* there is always the possibility that "It is written again."

Dr. E. E. White, of Columbus, O., gave an address on "The Three Trinities in Teaching." He said:

The art of teaching involves a knowledge of its fundamental and essential principles, and, since teaching is a science as well as an art, their fundamental principles are few in number. There is great ad-

vantage in this fact since few minds are capable of applying successfully many principles in any art. The great educational reformers discovered and applied each only one or two principles.

Many teachers can intelligently apply a few principles of which they have a clear knowledge. Very few can apply philosophic and complex theories of education, and all are easily misled and confused by the acceptance of the mere phases and conditions of the teaching art as essential principles.

For several years past, I have been studying every promising phase of pedagogical inquiry to ascertain, if possible, whether the results reached embody what is fundamental and guiding in actual teaching. I have also tried to subject every well defined theory of teaching, of which I have knowledge, to the decisive test of what is fundamental in the teaching art. As a result, I am painfully impressed with the belief that much of the so-called philosophy of education now clamoring for the attention of American teachers, will never prove a helpful guide in the school-room. "Earnest and sincere teachers," says Professor Münsterberg of Harvard University, "will feel very soon that all those laws of apperception and all those wood cuts of pyramidal ganglion cells do not help them a bit. They will not become better teachers by them just as they would not become better pianists by knowing how many vibrations are in a tone."

I have been studying the science and art of teaching to discover, if possible, what is fundamental and permanent. As a result, I think I see somewhat clearly three fundamental trinities in teaching. These are—

1. Three guiding ends.
2. Three principles which respectively underlie these ends.
3. Three teaching processes that embody these principles.

It is believed that these are not only fundamental but essential, and that they constitute the basis of the art of teaching—not the entire basis but the essential basis.

I. TRINITY OF ENDS—The first inquiry in pedagogy is, *What is the end to be obtained?* This is not only the primary but the essential inquiry, and its answer largely determines method. What is needed in actual teaching are its *immediate* ends, not the ultimate or philosophic ends of education.

The immediate ends of teaching are—

1. *Knowledge, i. e.,* to lead the pupil to the acquisition of knowledge.
2. *Mental power, i. e.,* to train the pupil's power (1) to acquire knowledge, (2) to express knowledge, and (3) to apply or use knowledge.
3. *Skill, i. e.,* readiness and facility in doing with a special end, as in the school arts.

Each of these ends was shown to be a fundamental and guiding end in teaching. Teaching was defined to be the occasioning of those activities in the pupil that result in knowledge, power and skill.

II. A TRINITY OF PRINCIPLES—What principles must be observed in

attaining the above ends? The three guiding principles in teaching are—

1. *Knowledge can be taught only by occasioning the appropriate activity of the learner's mind.*

It follows that instruction must vary with the nature of the knowledge taught. All primary ideas and facts must be taught objectively—i. e., by presenting the object to be known to the mind. The three distinct methods of instruction are (1) the *objective*; (2) the *indirect* or *Socratic* method, (called also *inductive* when inductive knowledge is taught) and (3) the *direct* or *telling*, including the illustrative.

2. *The several mental powers can be trained only by occasioning their appropriate activity.*

Every psychical act leaves as its enduring result an increased power to act and a tendency to act again in a like manner. Power and tendency are the resultants of activity. Each mental power is developed by its own activity.

3. *Skill in any school art is acquired by practice under guidance.*

Each repetition of an act increases both power and tendency and repetition under the guidance of a true ideal gives skill.

Each of the above principles was shown to be a guiding law of teaching and its application was happily indicated.

III. A TRINITY OF PROCESSES.—The foregoing principles are embodied in three teaching processes, to-wit: (1) instruction; (2) drilling; and (3) testing. Limited time forbids their full consideration.

After a recess the association was favored with a vocal solo by Miss Carr, of Kokomo.

Dr. Rachel Swain, of the Society of Hygiene, Indianapolis, read a paper written by Mrs. Harrell, of Brookville. It advocated the teaching of temperance and the principles of sanitary science in the schools of the state. Dr. Swain supplemented this paper by a strong plea for the systematic, persistent teaching of hygiene in all grades of the public schools. Her arguments were convincing.

The last paper of the session was read by Hon. H. D. Vories, State Superintendent of Public Instruction. His subject was "The State Superintendency."

The paper first showed what the school system of the state was in its conception, then what it is now, giving some history of the school legislation which has brought it to its present position, and in that it endeavored to show that the numerous clashes of authority and the breaks in the uniformity of the system have been brought about by want of some directing authority in school legislation.

It then stated briefly, the duties of the state superintendent and showed how his authority clashes with that of the state board and other school officers. It closed by emphasizing what the school system of Indiana should be by stating that the state superintendent should be appointed by the state board and be under its control alone, and that the entire school system of the state should be under the control of the state board of education.

The committee on reading circle board submitted the following report which was adopted.

Your committee to which was referred the matter of nominating members of the reading circle board, make the following nominations;

1. Superintendent, David K. Goss, of the Indianapolis schools, to succeed Supt. Lewis H. Jones, resigned.

2. County Superintendent, Quitman Jackson, to succeed W. H. Elson, resigned.

3. Miss Adelaide Baylor to succeed herself.

4. In view of the fact Prof. D. M. Geeting will become in March state superintendent of public instruction, an ex-officio member of the reading circle board, it is recommended that the vacancy thereby be filled by the appointment of W. H. Glasscock. Mr. Glasscock to enter upon his duties as such member at the time of Mr. Geeting's resignation.

W. L. BRYAN, Chairman.	} Committee
NEBRASKA CROUSEY.	
C. M. CURRY.	

The committee on Resolutions submitted the following among other resolutions:

Resolved, That the English teachers' association be admitted as a section of the Indiana State teachers' Association.

2. That in view of the fact that the work of the Indiana academy of science has such an intimate relation to educational interests and a knowledge of its proceedings is so essential to the progressive work in science teaching sought to be done in the schools of the state, it is the judgment and wish of this association that the annual proceedings of the academy be published and distributed by the state in such a way as will best secure the end desired, and we respectfully request the state legislature to provide for such publication and distribution.

3. That the legislative committee be respectfully asked to secure such legislative action as will in their judgement best further the interests of the teaching of vocal music in our schools as a required study.

4. That county superintendents be respectfully asked to employ a competent instructor in music for their county institutes, as far as practicable.

7. That a law be enacted providing for a county and city superintendent's and county institute instructor's license system, the standard to be fixed and the examination to be held by the state board of education.

8. That the enumeration law be amended so as to prevent, as far as possible, frauds and inaccuracies. And the committee unanimously recommend, as meeting their approval, the bill known as the Study bill, which passed the lower branch of the last general assembly.

9. The committee unanimously recommend: (1), that the present school text-book law be modified so as to give local corporations a local option text-book law; and (2), that a provision for simplifying the method of handling the books and keeping the accounts in connection

with the present law, be passed, such amendments to be passed without impairing existing contracts.

10. That the general assembly levy an annual tax for the support of the State University, Purdue University and the State Normal School.

11. That the law constituting the State Board of Education be amended so as to give the county superintendents representation on the board.

12. That a township library law for the state be passed.

13. That the law be amended so as to allow corporations to lay a maximum tuition levy of thirty-five cents.

14. That the State Teachers' Association heartily indorses the action taken by the Woman's Relief Corps of Indiana, in regard to teaching "Patriotism in our Public Schools," and recommends the adoption of the "American Patriotic Salute."

15. That we respectfully petition our state legislature to enact a law requiring that the study of the nature and the effects of alcoholic drinks and narcotics upon the human system, shall be made a regular branch of instruction for all the pupils in all the schools supported by public money or state control.

Adopted as read.

Prof. D. K. Goss moved that the President appoint two persons to act with Mr. W. A. Bell as a committee of arrangement for the National Educational Association. Carried.

D. K. Koss, Indianapolis; D. M. Geeting, Madison were appointed.

The tenth annual report of the teachers' Reading Circle, and the sixth annual report of the Y. P. R. C. was read by W. H. Glanckock and adopted by the Association.

Report of the secretary of the Indiana reading circles for 1894:

For outlines and editing.....	\$ 200 00
Postage.....	150 00
Express, telegrams, etc.....	83 75
Secretary's salary.....	300 00
Per diem and expenses of committee to make contracts with publishers.....	238 50
Printing.....	738 68
Per diem and expenses of committees.....	260 00
Per diem and expenses of board.....	804 97
Total expenses for 1894.....	2 775 90
Deficit.....	143 00
Total.....	2 918 40
Total receipts.....	2 885 04
Deficit 1894.....	33 86

The Treasurer's Report will appear next month. It is delayed on account of sickness.

C. W. Osborne offered a resolution thanking State Superintendent Vories for his revision of the school laws of the state and for his direction in preparing the state manual adopted.

T. A. Mott moved that D. M. Geeting be a member of the Legislative committee to take the place of superintendent L. H. Jones, removed from the state. Carried.

ANNA SUTER, Secretary.

JOSEPH SWAIN, President.

ENGLISH SECTION.

In response to the circular issued by the committee appointed at the State University summer school, about seventy-five teachers of English assembled in the Denison Hotel, Wednesday Dec. 26th, for the purpose of forming an English Teachers' Association. The movement is in line with the general effort of the educators throughout the United States to raise the standard of English. The effort to unite the educational system of Indiana, so far as the English curriculum is concerned, into an organic whole, from the college down to the grades, is one of the first fruits of the new regime at Indiana University.

The meeting was called to order by Prof. Sampson, of Indiana University, who delivered the opening address upon "The Teaching of English." This paper will be published in full in a future number of the JOURNAL, and it is only necessary to say here that it clearly stated the problems confronting the teachers of English in Indiana and definitely outlined methods for their solution. The address was received with approbation by the audience which evidently shared Prof. Sampson's opinion in regard to the aims which should guide those engaged in English work. The question then came up of organization and representation in the State Teachers' Association. The chair appointed as a committee on organization and constitution, Mr. McCalmont, of Moore's Hill, Miss Bennett and Mr. Grumman. A committee was also chosen to select three delegates from the high schools to the English Teachers' Association of the North-Central States, which meets at Chicago next summer.

At the second session on Thursday there was an even larger audience. The meeting was opened with a half-hour talk by Prof. McRae, of Purdue University, upon the manner in which a high school teacher should prepare himself to teach Shakespeare. Prof. McRae treated her subject clearly, forcibly and sympathetically. She especially insisted upon the necessity for a thorough study of Shakespeare himself, rather than a study of what has been said about Shakespeare. Her remarks were equally applicable to work in college, high school, and the grades. The interest of the audience was attested by the following discussion in which Miss Willa Hays, Prof. Milford, of Wabash, and Mr. Chamberlin, of Indiana University, further developed the subject, emphasizing the desirability of dwelling upon the dramatic qualities of Shakespeare.

Mr. McMillen, of the Indianapolis high school, presented a paper upon the high school curriculum in English. He outlined the present national movement to place the teaching of English upon a higher plane, and sketched the attitude the high school and college hold to-

ward each other and toward the general subject of English. The defects in the methods and results in both institutions were criticised unsparingly. The paper was supplemented by one from Mr. Remy, who showed that many of the difficulties under which the high school teacher labors are the results of the attitude the college has heretofore assumed toward the lesser school.

After a prolonged debate upon these papers, Mr. Burris, of Bluffton, read a paper upon Herbartian lines—the study of literature in the grades. Mr. Burris's paper was a thoughtful and scholarly exposition of the subject. It was discussed by Miss Van Nuys, who presented a suggestive list of words for the consideration of teachers who might be engaged in mapping out courses of study.

It will be remembered that the subjects discussed were so correlated as to include the English curriculum throughout the educational system.

The committee upon constitution advised that any person interested in English teaching should be eligible to membership, and that there should be no fees or dues. The officers elected for the ensuing year were M. W. Sampson, of Indiana University, president; Edward Remy, of Columbus, vice-president and Emma Shealey, of Delphi, secretary and treasurer.

At the final meeting of the State Teachers' Association the organization was admitted as an English section.

TENTH ANNUAL MEETING OF THE INDIANA ACADEMY OF SCIENCE.

The tenth annual meeting of the Indiana Academy of Science was held in the rooms of the State Board of Agriculture, in the State House on the 27th and 28th of December last. The program listed eighty nine papers, a portion of which were presented in general session of the academy, the remainder being in section meetings. The program of the meetings was as follows:

WEDNESDAY, DEC. 26.—Meeting of the Executive Committee at Denison House, 8 P. M.

THURSDAY, DEC. 27.—General session, 9 A. M.; sectional meetings, 2 to 5 P. M.; president's address, 7 P. M.

FRIDAY, DEC. 28.—General session, followed by sectional meetings, 9 A. M. to 1 P. M.

In general session business of the academy was transacted and papers of general interest heard. In other sessions the academy was divided into two sections, *i. e.*, Biological and physico-chemical, before which were presented the various papers of particularly technical character.

The address of the retiring president, Prof. W. A. Noyes, of Rose Polytechnic Institute, was upon the life of Lavoisier. (Subject: "Lavoisier.")

Last year the academy elected twenty of its members fellows and

provided that this number should be subsequently increased by not more than five accessions in one year. This year the academy elected the following members fellows: J. T. Scovell, R. Ellsworth Call, C. L. Mees, J. S. Wright, F. M. Webster.

The officers for 1895 are—president, Amos W. Butler, Brookville; vice-president, Stanley Coulter, LaFayette; secretary, John S. Wright, Indianapolis; assistant secretary, A. J. Bigney, Moore's Hill; treasurer, W. P. Shannon, Greensburg.

The spring meeting of the academy, which is a field meeting and occurs in May, is to be held at Wyandotte Cave this year.

HIGH SCHOOL SECTION.

The high school section was called to order at 1:30, Thursday, Dec. 27, by the president, Francis Spraker of Logansport.

The first paper of the session was read by J. H. Tomlin, superintendent of the Shelbyville schools. His subject was "The Place of Ethics on the High School Program?" [If Directly Taught—When? How Often? If Indirectly Taught—Their Ethical Values.]

The writer considered the closing years of the nineteenth century a period of transition. In the rush for educational discovery we are apt to overlook the experience of the past. The day of fads is upon us, but it is a healthy sign. The subject of ethics will always exert a powerful influence in molding educational creeds. The Decalogue supplemented by the Sermon on the Mount can never be improved upon.

The place of ethics in the schools is determined by the nature of man and purpose of his education. Law and order are the basis of institutional life and only training in ethics can fit man for the duties of life. The purpose of the state in maintaining a free school system is purely ethical. Sound scholarship can only serve as a true basis for moral greatness or mental discipline. The roots of moral culture are laid in youth, not by special lessons but by being the thought of every lesson. The instructor and the nature of instruction are the important factors.

The place of ethics on high school programs is all over, through and around it, and all through the course, with perhaps some specialization in the last year. Formal studies as writing, etc., do not furnish ethical training, science does not furnish the best material, but literature in the broadest sense does, as it embodies experience and best thought. The study of literature and the habit of reading by getting a thirst for acquisition and habits of industry and study, are among the strong factors in laying a moral foundation. Literature is not only the expression of man's highest thought but it is equal to natural sciences in discipline; it leads directly into that intricate study of self and gives insight into one's own mind.

The discussion of this paper was opened by F. D. Churchill, superintendent of schools of Oakland City.

He said in part:—All teachers agree that the highest purpose of the schools is to produce character. The ability of pupils in after life de-

pend on what they *are*. The need of the world is *men* and *women*. The learning of facts is secondary, the question is, how is character to be gained. "Let no man enter here whose character is not worthy of imitation," should appear over every schoolhouse door. The teacher must possess character in order to mould character.

Miss Clara Funk, Jeffersonville, next discussed the paper. She thought that ethics should enter on every high school program indirectly. Ethics includes both morality and religion; both should be taught, but the latter should be non-sectarian. Teachers do not give enough attention to moral education, the ethical value of which is seen in the order and self-discipline of high school pupils, Ethics are taught through music and literature.

The subject of the next paper was "Questions and Difficulties to be Met in Teaching the Subject of Ethics to High School Pupils." [Inexperience of pupils; their inability to think abstractly; the period of adolescence, or the revelation to the child of his growing powers of mind and body; his unrest on that account]

This paper was read by Professor W. L. Bryan, Indiana University. He said in part, There are two great battle lines; what is true, what to do. Three facts have been brought out by common knowledge and by science. First; Decline of power at the beginning of adolescence. This is accompanied by desire to play, by increase in physical measurements, by increase of disease and of death rate. Second fact; Rapid recovery of power toward close of this period. Third fact; Earlier recovery in girls than boys.

The questions suggested by these facts are: Should we have separate high schools for girls and boys? Should we take cognizance of this decline in first years of adolescence? Nervous strain is great and teachers should be on the alert for signs of failure of power and before scolding should see if physical causes are not the basis of apparent stupidity, etc. If this decline is great, parents should be advised to remove children, for a time, from school. Another question is, what should teachers do to direct the superabundant vitality of later adolescence?

Many say, use Spartan discipline, teach ethics, reason with the pupils, inspire them by literature, but the most necessary thing is for teachers to become acquainted with literature of adolescence and with their pupils. Find out what the pupil enjoys reading and doing, encourage good enthusiasms. The paper closed with Froebel's words, "Come let us live with the children."

The discussion was opened by Rev. Geo. L. Mackintosh, of Indianapolis. He said, in considering this period of life, there is so much that is unknown that it is difficult to judge. The teacher has passed beyond this period and is likely to judge it by the hard experience of later years. The teacher of ethics should be religious, not sectarian, but children should see that he has a vision of the sacredness of life. End is necessary for everything. Imagination is the source of all. To

have the child believe in the highest and best he must know that you have this belief.

E. E. Bryan, of Indianapolis, in discussing this paper, said: Wise men ask questions and common people will set about to solve them. The question of education has been, how can the child with its varying disposition absorb things? Two things are in the world, I and all things else, and the question is, how can I become acquainted with the outside world so that it can become a part of me? Teachers must not go about character-building directly or they will fail. The use of maxims in the high school does more harm than good, for pupils become used to believing in high truths, and in the world they see these are not the rules followed.

The next paper, by Professor C. M. Curry, of the State Normal School, was entitled, "The Literature of Ethics."

The object of the essayist was to present the bibliography of the subject. Many books had been written, but few were suitable for school-room work. The writings of Bain, Spencer, Plato, Harris and many others were named and the good of each shown.

The discussion of this paper was opened by Miss Kittie E. Palmer, Franklin, who said that she would speak of the best books on this subject for pupils. Many books, whose purpose is aesthetic, are of use. All books of maxims and moral sayings, as well as all books weak in style and reasoning should be excluded.

All love Emerson, Bacon, Carlyle, but Dr. Holland's works are not so widely read as they should be. The essays of Samuel Smiles are well worth study. A series of H. W. Beecher's sermons given in 1855 to young men illustrate the speaking of truth in love and the upbuilding of character. Thackeray is better known as a novelist than as a moralist but the highest moral truth may be found in his writings. Teachers should read "On the Threshold," of Dr. Theobald Munger, to their pupils. The Book of Psalms and the Proverbs are of great ethical value.

Mrs. De Bruler, of Indianapolis, who had been appointed to discuss this paper, gave the names only of a few books, as the hour was late. Spencer and the Bible were helpful for her, and Shakespeare, Lowell, Emerson, Ruskin, Hale's "A Man Without a Country," not only inculcated moral truths but fostered literary discrimination of the pupils.

W. H. Hershman, Supt. New Albany, was elected President; Miss Alice Mertz, of Huntington, Secretary; Mrs. Lois G. Hufford, of Indianapolis, Hamlet Allen of Washington, and Mr. Neal, of Franklin, for Executive Committee.

FRANCIS SPRAKER, Pres.

C. A. MERING, Sec.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

GRAMMAR.

In the preceding lessons we have tried to lead the pupils to see that in every thought there are three essential elements—that about which something is thought, that which is thought about it, and the act of the mind in thinking the second of the first; also that, since the sentence is the expression of a thought, these three elements are expressed by the sentence.

We began with easy, simple sentences, such as "Chalk is brittle." Upon examination by the pupils, it was found that such sentences have one word to express each element of the thought. These were followed with sentences having one word that performs a double office, viz., that of expressing the attribute thought, and showing that the mind united it with its object, e. g., "Birds fly." These were followed by every variety of sentence, long, simple, complex, declarative, interrogative, etc. The part of the sentence that expresses what is thought about has been called subject, the part expressing what is thought was called the predicate, and the part expressing the act of the mind in uniting the idea expressed by the predicate and the idea expressed by the subject was called the copula. Many sentences having phrases and clauses in each element have been analyzed. The pupil has been compelled, in all this work, to draw a sharp distinction between the thought and its different elements, and their expression by sentences, words, phrases and clauses.

No formal definitions have been taught. In analysis we began with the largest unit—the sentence. We then thought of it as three—the subject, predicate, copula. Next each of the three when composed of more than one word were thought of as two—a principal and a modifying part. When the modifying part consisted of more than one word, they were analyzed in the same way.

The next step is to consider the separate words, or to study "parts of speech."

Let us have the pupils consider something like the follow-

ing:—*Washington ate heartily, but was no epicure. He took tea, of which he was very fond, early in the evening.—Irving.*

Place all the italicized words used to denote objects in one column, and all the italicized words that do not denote objects in another column.

No pupil who has been working diligently with us up to this point will fail to have the following words in the first column:—*Washington, epicure, he, tea, which, evening, Irving.* All the other italicized words will be placed in the other column, of course.

Now let us examine those in the first column to see how they resemble and how they differ. What kind of object does the word *Washington* denote? It denotes a man. Any man or some particular man? A particular man. Do you find any other words in the column that denote this same man when they are used in our sentence? Yes the word *he* does. And so does the word *epicure*. Are there any other words that denote a man? Yes, the word *Irving* denotes a particular man, the one who wrote this sentence. In what are the words *Washington, epicure, he* and *Irving* alike? "They all denote objects." Says another, "They all in this sentence denote a man." "But not the same man," observes another pupil. "So, here they begin to differ," he continues. Of course, the teacher knows that this difference is not essential to the purpose he has in mind, but if he is wise he will not say so. He will push on to the difference needed to make two classes of this one class denoting objects.

"Yes, I see that difference. Let us examine the words remaining in the first column. You have said, by placing them in this column, that they all denote objects. What object does the word *tea* denote?" "It denotes what Washington drank." "See if you can find another word denoting the same object." "Yes," after some searching, "the word *which* denotes the same object." Some one just here said, that the word *evening* names the time at which he drank tea. "Does it denote an object?" "Yes, since we can think of the part of the day called evening."

Another pupil suggests that she thinks we are wrong about the word *tea* denoting only what he drank. She thinks it denotes the whole meal. "Would the whole meal be an object?"

"Yes, sir; but a different kind." "Then your view will not move the word out of this column?" "No, sir."

Having the pupils tell what object each word denotes is a good test as to whether he is correct in saying that it denotes an object, and besides, it is laying the foundation for the sub-classes of nouns that the teacher knows will come later. Again it is strengthening the tendency in the pupil to see the idea back of its expression.

Now for the difference that was barely hinted at a while ago. "You said the word *Washington* denotes a particular man and that the word *he* in our sentence denotes the same man. Is there any difference in the way each denotes this man?" Suppose the pupils see no difference? The teacher might ask if they would know just as much about the object when one says *he* as they would if he were to say *Washington*. "No," says a pupil, "the word *Washington* gives the *name* of the object, but the word *he* does not." "Now look through the column and see if you find other words that denote the object by naming it." Of course, the words *epicure*, *tea*, *evening* and *Irving* were readily given. So our class of words that denote objects, has broken into two distinct classes—those that denote objects by *naming* them, and those that denote objects *without naming* them. We now have the *nouns* and *pronouns* and the chief characteristics of each.

In our next lesson, we shall examine the words in our second column.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

WHAT ARE THE BEST METHODS?

At a recent convention of professors in history, economics, sociology, and politics, for the purpose of discussing the best methods of teaching those subjects, many excellent things were said by the master in their respective lines; and especially profitable, as well, to a general student of pedagogy. During the first part of one of the sessions two excellent papers were read by professors Laughlin and Macy; the first on Method of Teaching Political Economy

and the second on Method of Teaching Political Science. These men discussed their subjects from the true standpoint of method, analyzing the thought movement of the student in gaining a knowledge of the subject, with due attention to educational values. Especially pleasing to some of the auditors was the emphasis given to the universal law of method, which requires the student to grasp his subject under universal relations rather than post himself in a loose aggregation of facts. The paper on method of teaching economics was a masterly emphasis of this important doctrine, which was as true for all other subjects as for the one discussed.

But unfortunately the writer, it seemed, and the audience as well, took the discussion of this law of learning as preliminary to a discussion of *methods*, instead of the discussion of *method* itself; for the writer, on the basis firmly fixed in the first part, proceeded to recommend the laboratory method, and the entire succeeding discussion pertained to the relative merits of the text-book, lecture, and laboratory methods. The conclusion must have been, after due and prolonged deliberation, that any of these so-called methods is good when it is good, and bad when it is bad; that there is both a proper and improper use of texts, lectures, and laboratories. But so there is of every thing, and such a conclusion is common-place and profitless. A professor says nothing pertinent to the vital question when he recommends in the abstract particular forms of method. It is only when the specific situation arises in class work that the best device can appear. If this was a convention for discussing the forms of method it was profitless; but inasmuch as the participants were forced to principles underlying these forms it was most profitable.

College men are prone to censure the emphasis given to methods by normal school men; yet if one desires to hear again a good old fashioned discussion of the pioneer days of the county institute touching the various and sundry methods—Grube's method, Webb's method, my method, and your method—let him drop down into a modern day convention of college and university professors. The sneer of college men that normal school men have too much methods on an empty stomach, and the retort that college men lack pro-

fessional training arise from a little emptiness in both of us; one from not perceiving that the subject has its method within itself; the other in not recognizing method as the subject in the process of being learned. There can be no subject without method and no method without subject.

Much of this mischief grows out of our habit of exalting and labeling our forms of doing as if they were the principles, the inner life, of the process. "The letter killeth, but the spirit maketh alive." Just in proportion as a man is forced to fit a label in science, art, or religion, just in that proportion is science, art, or religion forstalled in him. And just in proportion as man strives to fit his teaching to a labeled method just in that proportion does the spirit of the process vanish. As the tools we use usurp the thought of what we are doing art becomes mechanism and routine smothers inspiration.

Why should a teacher, because he happens to use a pointer, call it the pointer method? A pointer is a good thing when one needs a pointer; and it might be supposed that a teacher would have wisdom and skill enough to pick up a pointer and point it at the thing to which he wishes to call the attention of the pupils. Is it worth while for a teacher to describe his method as the crayon or black-board method when in the course of the development of his thought he needed to make some marks on the black-board? Yet we do hear of the illustrative method by the use of the black-board. If the teacher is teaching an angle it might be well to draw two diverging lines on the board; but if chalk is scarce he may open his jack-knife and move onward triumphantly; thus changing from a chalk method to a jack-knife method by the mere accident of the price of chalk. Suppose now the champions of the two great methods—pointer and crayon—should, in convention assembled, press vehemently the claims of each? What must be the verdict of the court if not that when a pointer is needed it is best to use a pointer; it points better than a crayon; and that when one wishes to make a mark on the board a crayon is better than a pointer for that purpose. Must not the court, after all the evidence is in and duly considered, decide that when the crayon method is best it is most assuredly best, and that when the pointer

method is best it is undoubtedly and by all odds the best? In moving through a lesson it may be necessary to use pointer, pencil, crayon, black-board, books, remarks, explanations, lecture, library and laboratory; and the pertinent question is not which of these forms is best, for each does its own work; but what is the method of thought procedure in the learner which indicates the variety and use of the teacher's instruments. When, for instance, a teacher knows that the pupil must see an angle in the concrete to form his concept of it, it requires but a trifle bit of judgment to decide upon and to use a crayon or other instrument with which to make it. And would the advocate of the pointer, lecture, laboratory or other method not admit the use of other instruments in the course of the work than the one which he advocates? May not a man make one or two short remarks in a lesson, and so lecture thus far? Would not the advocate of the laboratory method permit the student to look in a book for a point or two? and, if so, would this not so far be text-book work? Does the text-book method forbid an informal and prolonged discussion of students with the teacher, which would be the seminary method? of which so much has been said, but which does not differ at all from a good informal recitation.

The fact is, there is nothing peculiar about a laboratory method except, perhaps, the fact that a laboratory is seldom used; nothing peculiar to the true text-book method except the fact that a text-book is not necessary to it; neither is the library method, except that the library is not essential, if students have enough text-books; nothing peculiar in the lecture method so important as the fact that it easily transforms into the use of the text-book into which the lecture should generally be put; nothing peculiar to the crayon, pointer, or jack-knife method except the fact that these instruments are quite non-essential and might instantly be supplanted by others. No, it's a waste of time to discuss the forms of method when we are gasping for its spirit.

TEACHING HOW TO VOTE IN SCHOOL.

On the occasion of the last election, the principal of one of the schools of a sister state taught his pupils how to vote by letting them go through all the forms of a legal election. This may have been a good thing to do; at least it received hearty newspaper commendations. But it brings up a good pedagogical principle worthy of a moment's thought.

We must not forget that education is carried on by other means than those formally set apart for that purpose. The child's touch with his environments—with nature and with social and industrial life—perhaps has more influence upon him than the set lessons of the teacher. This fact saves him from the bungling work of the schoolmaster. The teacher may work by forced and stupefying processes; but nature and life, by more intimate sympathy and wiser council, and by a constant and all-sided influence, counteracts conventional methods. One is often surprised in noting how small the difference between those who have enjoyed the best school training and those who have only an intimate experience with the world about them. This surprise comes from not taking into account the numerous educative forces incident to the activities of life. Contact with the world, as well as the tuition of the school, produces wealth of experience and ripe wisdom. The individual's whole environment educates him; and the teacher, being but a small part of this, must not be accredited or charged with the whole result. But the point touching our present discussion is the distinction between the teacher and other educating agencies. The other forces work incidentally, while the teacher labors directly and exclusively to the end of education. Nature teaches the child but it does not plan to do so. Citizens of the state are taught by the state, yet teaching is not the state's direct business. The family and the church work more nearly by the direct process of instruction, yet their functions are not exercised exclusively in that direction. The church touches specifically one side of life, and this by intermittent process in the midst of daily duties of those instructed. In the school, teachers and pupils hold themselves apart to the one duty of teaching and learning. Members of the family instruct the children, but this is

not their sole function; and the daily pressure of life is often so great as to prevent any systematic effort in that direction. The teacher is the one and the only member of society whose sole business is, by set plan and purpose, to develop the whole life of another. Economy requires that he leave for the other institutions to do what they may do indirectly—leaves the pupil to learn what the incidents of life force upon him. Why should the teacher teach the conventional ways of society, such as table manners and social etiquette, when the situations of life will more effectually do so? Why teach a child that snow is white and cold, if he always sees snow in winter? Or that one and one make two? Thus teaching what every Dodd Weaver “knewed always,” or what would be learned in due time and by natural process. Why teach a pupil to vote while the whole structure of society is such as to give him the necessary instruction and force him to learn? Is the young man coming to voting age likely to forget the duty when all political parties have an eye on him? And will he lack for instruction when so many well prepared are eager to give it without charging it up to the school fund? What the pupil must learn by daily contact with things should be left to the agencies of incidental instruction.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

SUGGESTIONS IN PHONICS.

The children can recite the alphabet phonetically. They were proud of the accomplishment. They hardly knew when they had learned it, because it had been learned here a little, and there a little.

Sometimes they had made the letters tell them new words as when Miss B—— had said, “Here are the names of some playthings. Let’s play that you may have them if you can make the letters sound their names.” And one child had chosen a drum, another a harp, another a hoop and another a

foot-ball, calling it his because he gave the sounds and pronounced the name.

Sometimes they made new words themselves, as when Miss B—— gave them a root sound to which they prefixed letters and made stories about the new words. One day they had "ight" for the root sound and f, l, m, n, r, t, to prefix. Tommy's stories about the words were: fight, light, might, right, tight:

1. It is not *right* to *fight*.
2. The moon makes *light* at *night*.
3. The shoe *might* be too *tight*.

Miss B—— said they were very good because he used the six words in the three stories.

Sometimes the whole class stood in a row, and Miss B—— gave the sounds and the pupils gave the corresponding names of the letters. If a child could not recall the name of the letter, then some one who could remember it passed above him. Or it was reversed and Miss B—— gave the name and the children gave the corresponding sound.

They enjoyed the exercise. They knew that it took two letters to make some sounds, sh, ch, wh and others; that often one sound was represented by two separate letters or combinations of letters, as c and k, j and g, oi and oy, ou and ow, that some letters and combinations of letters gave more than one sound, thus a gave different sounds in the words at, ate, all and arm.

They knew that certain marks called diacritical marks told what sounds such letters gave.

Sometimes Miss B—— made the diacritical marks to help them discover what new words were; sometimes they marked words to show Miss B—— that they knew what sounds certain letters gave.

They knew four sounds that a gave, the long sound, the hort, the broad and Italian; and two sounds, the long and the hort for the other vowels.

They knew there were many other sounds and diacritical marks which they would learn by and by. So they did not mark such words as learn, girl, burst, nor even such as dove or wash.

Miss B—— liked to have them try to read the books in

their library. To help them and interest them she occasionally selected unfamiliar words from one of the books and wrote them on the board for the children to pronounce. They liked to find these words afterward in the library books.

One day "stall" was in the list of words. Elmer pronounced it readily.

"How did you know what it was?" asked Miss B——

"I saw 'all' in it and I know how 'st' sounds," he replied.

At last they came to the word "squeal" and they couldn't think what it was. The a told them that e said ē but nobody could recall anything about qu. By and by Maggie thought of it and was so delighted that she jumped and said "squeal" so loud that everybody laughed. "What made you think of it, Maggie?" "Why, I 'membered that squirrel 'gins that way," she said, gleefully. Squirrel was a word with which they were familiar. A few days afterward Miss B—— wrote "squeak" on the blackboard. Half a dozen hands came up promptly; they remembered squirrel, too.

One plan for keeping the phonetic sounds fresh in mind was to dictate one or more words by sounds at the close of each written spelling lesson. Thus she gave the sound and they wrote "r," another and they added "oo," another and they finished the word with "t" and the new word root was complete.

DESK-WORK.

PRACTICE IN ABSTRACT ADDITION AND SUBTRACTION.

This is what was on the black-board:

(1)	(2)	(3)
$2+3=$	$4+2=$	$3+4=$
.	.	.
.	.	.
$2+5=$	$3+5=$	$2+7=$
.	.	.
.	.	.
$6+3=$	$4+6=$	$4+5=$
.	.	.
.	.	.

This was the complete lesson on the slates:

(1)	(2)	(3)
$2+3=5$	$4+2=6$	$3+4=7$
$5-2=3$	$6-2=4$	$7-3=4$
$5-3=2$	$6-4=2$	$7-4=3$
$2+5=7$	$3+5=8$	$2+7=9$
$7-2=5$	$8-3=5$	$9-7=2$
$7-5=2$	$8-5=3$	$9-2=7$
$6+3=9$	$4+6=10$	$4+5=9$
$9-3=6$	$10-4=6$	$9-5=4$
$9-6=3$	$10-6=4$	$9-4=5$

The purpose of such work is to impress upon the pupils the close connection between addition and subtraction. They combine two numbers and then alternately take each from the sum.

There should be a recitation or two given to preparation for this work. Let the pupils have objects, such as pegs or grains of corn, to illustrate their work.

"Show me what two and three make."

Although the pupils *know* that two and three make five, they place two pegs and three pegs upon their slates, in order that they may see more clearly and quickly that if either group is taken away, the other will remain.

"Tell me the number story."

"Two pegs and three pegs are five pegs."

"Take the three pegs away and tell the story."

"Five pegs less three pegs are two pegs."

"Put the three-group back again, how many have you?"

"Five."

"Take the two pegs away and tell the story."

"Five pegs less two pegs are three pegs."

Continue such illustrations until the class discover that if either of two numbers is taken from their sum the other number will be left. That this fact becomes perfectly clear to them, though they may be unable to state it concisely, they prove by readily performing the abstract operation either orally or in writing.

When the teacher says briefly, "Three and six?"

And the pupil answers promptly,

"Three and six are nine, nine less three are six, nine less six are three," then the class is ready to use it for desk-work.

Such work is useful for giving variety, and for rapid review. If used only occasionally, the children enjoy placing such neat, correct abstract work on their slates. It aids materially in their grasping such problems as "Stanley and Nellie have ten pennies in their bank. Four of the pennies are Nellie's, How many are Stanley's?"

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

SUMMARIZING.

Miss Brown had three points in her geography lessons—accurate location of the mountain system, the low-lands and the river systems of North America. Three points for a single recitation seemed a very small amount of work until the recitation was observed. The position of the mountain systems, in what part of North America, in which direction and how far their trend, the widest part, the narrowest, the width of the widest part. These and similar points were taken with the low-lands, and similar ones with the direction and kind of winds were taken on the river systems. The last point had very little work done on it on account, in this recitation, of lack of time.

Every phase of position (except reference to the latitude and longitude and political geography) was taken. Then they summed up carefully all they had discovered on position. This was given by several children and each stated it as he thought best. Then came the teacher's "We will leave that now and take the next point assigned." Every child understood he was to direct his whole attention to the new point. When asked his opinion no child gave what should have been given in connection with any other point. It is needless to add this teacher spends very little time in set reviews. She has reviews but every lesson is a partial review (or new view) of the preceding lesson and very little time is put in review work as that is generally done.

Holding the class to a point until it was finished; requiring everything that was said to be upon the point in hand; having each child understand just what work had been done on a

point and that a new point should be considered are invaluable. Invaluable, not merely because the children had the facts she wished them to have, but because they were being strengthened in the habit of closely attending to a single thing until finished, of repressing the desire to talk about anything for the sake of talking, of being able to sum up exactly what they have done in any line; and all these are much broader than this particular lesson.

ONE KIND OF TEACHERS' MEETINGS.

A certain town school of eleven teachers has begun a line of professional work in their teachers' meetings that is seldom undertaken in our smaller schools. On one Thursday evening a recitation is conducted after four o'clock by one of the teachers with her own pupils. The class is kept till twenty or twenty-five minutes past four o'clock and understand fully that it is a matter of accommodation to the teacher and in no way a kind of punishment. On the following Thursday evening the lesson itself and other school topics are discussed.

It is impossible by only one lesson each week to cover all the lines of work done. So the work in connection with the discussion is to have a much broader application than simply to the recitation given in the presence of the teachers.

In this discussion three things are shown:—first, the nature of the subject taught and in a general way how it should be done; second, the good and the bad points in the lesson seen and the reason why they are good or bad; third, the discussion of the particular lesson to be of such a nature that the principles involved will be seen to apply to other subjects and other grades.

Last week the teacher of the fourth grade gave a geography lesson on a certain phase of Europe. The teachers, high school principal, primary and all, observed the lesson and took such notes as they were able to take to enable them to discuss the lesson. For the work of the discussion of the particular lesson given they were to prepare themselves on the following points:

1. What is the purpose of the study of Europe in our common schools? What are the points (or facts) concerning

Europe that should be treated in geography and in what order should they be taken? What part of all this work on Europe should children of the fourth grade do?

2. What are two main excellencies in the lesson observed? Reasons why these are so considered. What are the two main defects? Reasons. Point out three minor excellencies. Point out three minor defects.

3. What are points in favor of the use of grade cards? (By the teacher during the progress of the recitation.) What are the objections to the use of such cards?

It is seen there were three main ideas in the discussion—geography work on Europe, the recitation observed, and the use of grade cards. In working out the points on Europe as assigned the teachers are virtually working out the scheme of work for the continent and also what kind of geography work each grade should do. The work on the use of grade cards is to show two ideas, first, whether or not such use is good; second, that all devices, no matter how mechanical or what their purpose, should be based upon principle.

The criticisms made upon the teacher who gives the lesson are not of the "a beautiful, lovely lesson" sort, but are intended to be as severe as the recitation really warrants. Some of the unfavorable criticisms made upon the lady who gave the geography lesson were the following: "Her points were not systematically arranged—were not in the proper order;" "Her questioning was poor in that she frequently repeated questions, called the name before asking the questions, and repeated the answers;" "She did not treat all the facts involved in the point she was to teach;" "She gave undue emphasis to the scenery of Europe over the civilization;" "She seemed unduly anxious for knowledge results and did not give the children who needed it most, their proper share of work." I need not mention the favorable criticisms, as it is usually the favorable ones we tell the teacher herself. This is right, of course, to tell the good points but we help to make her better when we point out her poor places. It takes hard, persistent work to rid ourselves of the faults even when pointed out to us and if left to ourselves nine times out of ten we never see.

Many modifications of this style of teachers' meetings may, of course, be made, but, it seems to me to be very much more

valuable than meetings with discussions upon general points only, that never drop to the particular, isolated fifteen or twenty minute recitation that is the great factor in every teacher's work.

WASHINGTON DAY PROGRAM.



[NOTE—Secure as many flags as possible with which to decorate the school-room. Get pictures of George and Martha Washington and of Abraham Lincoln. Drape the pictures when hung with flags. Get the artists among your pupils to decorate your blackboard. Have them place the names of the thirteen original states on the board with colored crayon and the motto of each state opposite. The various flags used by the colonists may also be displayed. In short make the room as attractive as the occasion demands.]

1. READING—"Our Flag—Its Origin," - Teacher.

June 4, 1777, congress appointed a committee to design a beautiful flag for the nation. The act is as follows:

"*Resolved*, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white in a blue field, representing a new constellation."

This committee called upon Mrs. Betsey Ross of Philadelphia and engaged her to make a flag from a pencil drawing made by Gen. Washington in her back parlor. The design made for Mrs. Ross was made of thirteen *six-pointed* stars. Mrs. Ross suggested that stars should be made with *five points* to which the committee agreed. With the aid of the young women in her shop she completed the flag so that it was ready for the approval of congress the next day. This flag was adopted by congress June 14, 1777, and officially sent out by the secretary Sept. 3, of the same year. The colors of our flag. *Red*: the language of courage and the emblem of war. *White*: the symbol of truth and hope. It is the language of purity and the emblem of peace. *Blue*: the language of loyalty, sincerity, justice.

At first the flag bore thirteen stars. There are now forty-four stars. A new star has been added for every new state. The thirteen stripes still remain in remembrance of the thirteen colonies with which our nation began.

The house where the first flag was made is at 239 Arch St., in the city of Philadelphia. It is over two hundred years old. The bricks of which it is built came over as ballast in the hold of the ship *Welcome* and were made into the building under the the personal supervision of *William Penn* himself. Its heavy shutters are joined with hand-made nails and hinged with hand-made screws, and are as strong now as when they were hung in 1682. The heavy oak floor in the little parlor is as strong as when Mrs. Ross sat in her high-backed chair and cut out the stars for Gen. Washington.

The pipe of peace has been smoked by its fire-place by the red men and the old Quaker councillors.

It is expected that it will be removed to Fairmount Park in Philadelphia as a notable relic.

SHORT RECITATIONS, - - - For Eight Pupils.

[NOTE.—These may be given from seat.]

2. Washington's a watchword such as ne'er
 Shall sink while there's an echo left to air.

3. "First in war, first in peace, and first in the hearts of his countrymen."

4. Some soldiers were trying to lift a log.

The commander was standing near telling them what to do. A man came along on horseback and asked, "Why don't you help those men to lift that log?" The man straightened himself up and said, "I am a corporal," The man got off from his horse and helped to lift the log. And then he said: "When you want any more work done like this, call on your Commander in Chief."

The man on the horse was George Washington.

5. "His life was gentle and the elements
So mixed in him, that nature might stand up
And say to all the world, 'This is a man.'"

6. "Napoleon was great, I know,
And Julius Cæsar, and all the rest;
But they don't belong to us and so
I like George Washington the best.

7. "Here comes jolly February,
Month of storms and month of thaws;
Month when winter slips her fetters,
Spite of Ice-King's sternest laws,
Month when happy birds are mated
Month of good St. Valentine.
Shortest month of all, we greet thee!
Bring us clouds or bring us sun,
Surely we all bid thee welcome,
Month that gave us Washington.

8. A Boston master said one day
"Boys, tell me if you can, I pray,
Why Washington's birthday should shine
In to-day's history more than mine."

At once such stillness in the hall
You might have heard a feather fall,
Exclaims a boy not three feet high,—
"Because *he* never told a lie."

9. If all the trees were cherry trees,
And every little boy
Should have, like young George Washington,
A hatchet for a toy,
And use it in a way unwise
What should we do for cherry pies?

10. Washington's head gardener was a man from some European kingdom, where he had worked in the royal grounds. And coming to America, he left his wife behind. Homesick-

ness for his "gude" woman's face soon began to prey on him, and Washington noticed the anxious eye and drooping spirits of his servant. Finally the man went down to the river and declared his intention of shipping to the old country, when who should come up and lean over the side of a newly-arrived vessel but his wife. The kind-hearted General had secretly sent for the woman, and she fortunately surprised her loving husband in one of his fits of despondency.

11. SONG - - - - - Our Starry Banner.

[Air, "John Brown."]

Dear, oh dear to us is our own beloved land,
May we serve it evermore with loyal heart and hand,
May its banner wave as long as ever mountains stand,
God's power is marching on.

CHO. Glory, glory, hallelujah!
 Glory, glory, hallelujah!
 Glory, glory, hallelujah!
 God's power is marching on.

Glory and thanksgiving for the name of Washington,
Praise him for his victories, for duty nobly done;
Honor him and bless him for our country's greatest son,
Hurrah for Washington!

CHO. Glory, glory, hallelujah!

Spread our starry banner, let it float from sea to sea,
Let the strangers find a home beneath its folds so free;
They shall be our brothers, they shall sing as well as we
God bless our country's flag.

CHO. Glory, glory, hallelujah!

—Primary Education.

RECITATION, - - For Four Children.

A child dressed in red, and carrying red flowers, steps to the front and recites:

12. I love the Red, the gleaming red
 Of the stripes so bright and clear.
 Brave men grow braver in war, 'tis said,
 When the crimson folds float near.
 And my heart grows light
 Whenever I see
 The stripes of our banner
 Waving for me.

13. *WHITE, appropriately dressed, takes place at left of Red:*

The flag at first was pure and white
 With never a field of blue,
 Nor a crimson stripe, nor a silver star
 Its snow white surface knew.
 I'm sure my heart
 Loves the pure white best
 For its snowy banner
 Holds all the rest.

14. *BLUE, at left of White:*

The stars of the states shine bright and clear
 In their deep, deep field of blue
 And each one says, "I have joined the flag,
 To its colors I'll be true."
 Give me the field
 Where the stars are set;
 There are forty-four
 And more room yet.

15. *TRICOLOR, at left of Blue:*

All other flags with colors bright
 For other lands may do,
 But the flag that pleases the children most
 Is the dear "Red, White, and Blue,"
 With its folds flung wide
 On the glad free air;
 The children welcome it
 Everywhere.

THE THREE, joining hands:

So we join our hands for the flag we love,—
 Stripes, stars, and field in one,—
 Red, White, and Blue and hail anew
 The flag of our Washington.
 Yes, hand in hand,
 With hearts as one,
 We'll be true to the flag
 Of Washington.

16. *RECITATION* - - - - - John Henry Jones

"I think I'll be like Washington,
 As dignified and wise;
 Folks always say a boy can be
 A great man if he tries.
 "And then, perhaps, when I am old,
 People will celebrate
 The birthday of John Henry Jones,
 And I shall live in state.

"John Henry Jones is me, you know,—
 Oh, 'twill be jolly fun
 To have my birthday set apart
 Like that of Washington."

17. CONCERT EXERCISE.

A song for our banner the watchword recall,
 Which gave the Republic her station,
 "United we stand, divided we fall"
 It made and preserved us a nation.

The union of lakes, the union of lands,
 The union of states none can sever,
 The union of hearts, the union of hands,
 And the flag of our union forever.

18. SONG - - - - - God bless our native land

[Air "America"]

"God bless our native land!
 Firm may she ever stand,
 Through storm and night;
 When the wild tempests rave,
 Ruler of wind and wave,
 Do thou our country save
 By thy great might!"

"For her our prayers shall rise
 To God above the skies,
 On Him we wait;
 Thou who art ever nigh,
 Guarding with watchful eye,
 To thee aloud we cry,
 God save the state!"

[NOTE—For additional material for a program we refer the reader to February JOURNAL for years 1893 and 1894. Teachers desiring a picture of either Washington or Lincoln or both can get one for \$1.00 by addressing A. W. Elson & Co., 146 Oliver St., Boston. These pictures are well worth the price \$1.00. We are indebted to A. W. Elson & Co. for the pictures at the head of this program.]

EDITORIAL.

THE Indiana Journal for Indiana teachers.

DID YOU FORGET IT?—Forget what? Why, that you were to pay your subscription to the SCHOOL JOURNAL, *not later* than January 1, 1895.

THE late State Teachers' Association enrolled 513 members and it is safe to say that at least 200 others were present who did not pay or register. It costs money to run the Association and all who enjoy its privileges and benefits should be willing to bear an equitable part of the expenses. No meeting of the Association ever before enrolled as many as 500.

THE "STUDY BILL," referred to in last month's JOURNAL, does *not* provide that teachers shall take the enumeration of children, and it does *not* provide that the apportionment shall be based on the "enroll-

ment." We copied the report from what was printed in a daily paper and thought it correct. The bill provides that the apportionment shall be on the enumeration, but it introduces every possible safeguard against fraud.

Do not forget that the next National Educational Association will meet in Denver. The railroads have promised a round trip ticket for a single fare, *plus* \$2 which goes to the Association. What the single fare will be cannot now be definitely stated as the rates vary. Sometimes the rate from Indianapolis is \$31 but just now the rate is down to about \$24. The trip will be a grand one and Indiana should send a large delegation. Denver will swing her doors of hospitality wide open.

THE most of the body of the JOURNAL this issue is taken up with the minutes of the state association. This gives the reader more than the usual variety. The extracts and summaries of papers and addresses are usually full enough to give a good idea of what was said. The secretary relied upon parties to furnish an epitome of their papers and in cases where this not has been done nothing is given. This is to be regretted. Doubtless others will come in but the JOURNAL must go to press and cannot wait. The meeting of the association was the largest in its history and one of the best. R. I. Hamilton, chairman of the executive committee received many compliments.

THE Legislature is just getting fairly at work as the JOURNAL goes to press. The educational committees of both branches seem to be composed of good men. The amendments to the school law, suggested by the educational committee and printed in the JOURNAL last month, will be proposed but no one at this date can tell what the final outcome will be. In every legislature there are ten times as many bills introduced as ever get through. No law should be passed in haste. Let us hope that whatever legislation there may be, will be in the interest of the schools. No other one thing is just now so much needed by the schools and the people as a township library law. Write to your representative and senator at once in regard to it.

REDUCTION OF SCHOOL TAX.

Both the governor and the state auditor recommend that the state tax for school purposes be reduced. The JOURNAL believes this to be a mistake. It takes just so much money to run the schools and the people have to raise this money. The state controls the schools and especially the teachers and has undertaken to help pay them.

The general principle upon which the state raises money for this purpose is to collect in proportion to the wealth and distribute in proportion to the number of children.

Now if the wealth and the children were equally distributed over the state it would make no difference to the people whether they pay for the

support of the schools, by state tax or local tax, the amount would be the same in all cases; but wealth and children are not equally distributed. The fact is that the most children are generally found in poorer communities. The largest families are usually found in the mining districts where there is the least wealth. In some of the more sparsely settled parts of the state the present state tax and the local tax put up to the maximum will not keep the schools open the full school year. To cut down the state tax would, of course, relieve the rich communities, but it would increase the burden of the poorer communities. Just as much as is taken off the one must be placed on the other, or the schools suffer. The principle upon which our school system is founded is that the welfare of the state demands that all must be educated, and that the rich must help to educate the poor, not simply as a matter of charity, but for their own protection, for the general good.

Let the tax stand. Indiana cannot afford to take a backward step in regard to education.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR JANUARY.

PHYSIOLOGY.—1. Describe the various structures of one of the lower limbs and explain their uses.

2. What are the cranial nerves and what is the function of each?

ENGLISH GRAMMAR.—1. In what respects does the relative pronoun agree with its antecedent? In how many ways may it differ? Why in each case?

2. What functions may a prepositional phrase serve in a sentence?

3. An adjective clause which is not restrictive should be set off by a comma. What is meant by "restrictive?" Write a sentence containing an adjective clause that is restrictive. How should it be punctuated?

4. Which parts of speech are said to have properties? Name the properties in each case.

5. What is incorrect in the following sentences: (a) Webster was a more able orator than a statesman. (b) He has no doubt but what you will obey. (c) This is our friend whom we met in New York, and that came to meet us.

6. Use *like* as a different part of speech in four different sentences. Designate.

7. Write five sentences illustrating as many different uses of the clause.

8. In what respects do participles partake of the nature of verbs? What power do verbs have that does not belong to participles?

9. What is the difference, both as to use in the sentence and as to the idea expressed, between an adjective used as a complement (or attribute) in a sentence and an adverb used as a modifier?

10. Analyze: Religion dwells originally in every individual soul, for every one is born of God. (*Answer any seven.*)

U. S. HISTORY.—1. Relate the history of the efforts of the English to colonize Virginia under the following heads:

- (a) The character and cause of the distress in England that turned thoughts toward America.
- (b) Organization of the London and Plymouth companies.
- (c) The territory included in the charter granted the London company.
- (d) The character of the first colonists sent out by this company.
- (e) The application of the theory of communism and its success.
- (f) John Smith.
- (g) Governor Dale.
- (h) Tobacco.
- (i) Introduction of slaves, white and black.
- (j) The House of Burgesses.
- (k) Governor Berkeley.
- (l) Bacon's Rebellion.

(*Any five.*)

RUSKIN'S ESSAYS.—1. Give the principal sources of Ruskin's inspiration.

2. Through what means did Ruskin seek to accomplish his high purpose in life?
3. What is the principal theme of "Lilies of the Queen's Gardens"?
4. What does Ruskin say of woman's place and power?
5. Give the author's ideas on the education of woman.
- 6-7. Discuss woman's office with respect to the State.
8. What is the purpose of mental training in woman?

SCIENCE OF EDUCATION.—1. In instruction we proceed from the known to the closely related unknown. Explain the psychological ground of this principle.

2. Explain why in instructing children we proceed from the concrete to the abstract.
3. Why is it desirable to give examples and illustrations in teaching?
4. What mental activities are chiefly involved in the study in geography of a continent—South America, for instance?
5. What kind of reasoning is mathematical reasoning?
6. What is meant by the laboratory method of study?
7. What is meant by the education of the conscience?
8. What is experimental psychology?

GEOGRAPHY.—1. Are latitude and longitude natural or conventional features? Give reasons for answer.

2. In what grade ought sand modeling to be used in teaching geography? What advantages are gained by it?
3. Describe in words or by map the outline and relief of one of the grand divisions.
4. What changes do running streams produce upon the land?

5. Describe the valley of the Colorado River and explain the cause of its peculiarities.

6. Describe in words or by drawings the general form and structure of mountain ranges?

7. How is the atmosphere warmed? Why does the temperature fall as altitude increases?

8. Draw an outline map of the Mississippi basin, showing the principal streams and the States and cities bordering upon these streams.

9. Why is New England chiefly a manufacturing region?

10. Describe the position and physical features of India. Why and how does Great Britain govern it? (*Answer No. 8 and seven others.*)

READING.—“Every individual has a bias which he must obey and it is only as he feels and obeys this that he rightly develops and attains his legitimate power in the world. He is never happy or strong until he finds it, keeps it; learns to be at home with himself; learns to watch the delicate hints and insights that come to him, and to have entire assurance of his own mind.”—*Emerson.*

1. Define bias, legitimate, home, delicate, and assurance, as used here. 10

2. What truth would you aim to teach by this selection? 10

3. Write three questions that you would assign to the class to insure a thoughtful study of the lesson. 10

4. To what grade of pupils should such a lesson as this be given for study and recitation? 10

5. Write a short account of Emerson—the man and his writings. 10

6. How much importance do you attach to the reading of arithmetic, geography and history lessons? Why? 10

7. What is the significance of the saying, “Learn to read by reading”? 10

8. Read a selection for the superintendent. 20

ARITHMETIC.—1. A note for \$175, dated January 15, 1893, bears interest at 8 per cent. What amount is due December 12, 1894?

2. What is the cost of making a floor 19 feet wide and $37\frac{1}{2}$ feet long, the lumber costing \$20 per thousand and the labor \$15 per square yard?

3. A man spends 5 per cent. of his money, loses 40 per cent. of his remainder, gives \$2.60 to a beggar, and has one-half the original sum left. How much did he have at first?

4. A commission man receives \$5,000 with which to buy wheat. After deducting $\frac{3}{8}$ per cent. of the cost of the wheat as his commission, how much did he spend for wheat?

5. Fifteen men make 25 dozen pairs of boots in 4 weeks. In how many days can 18 men make 45 pairs?

6. Give examples of at least three operations of arithmetic that are direct consequences of our system of notation, and at least two of which have as a foundation arbitrary tables. Is percentage a case of the former or of the latter?

7. A boy rowed $2\frac{1}{2}$ miles up stream and back in 100 minutes. He

rowed down three times as fast as he did up. What was his rate of rowing in still water?

8. Two-thirds of a number increased by one-fifth of itself is 34 less than twice the number. Find the number.

$$9. \left(\frac{8}{9} + \frac{8\frac{1}{2}}{3} + \frac{.001}{2.5} \right) \times (6\frac{2}{3} - .2) = ?$$

ANSWERS TO PRECEDING QUESTIONS.

RUSKIN'S ESSAYS.—1. The reverence with which he views all of life; his penetrating vision; his power of expression gained from his exhaustive knowledge of the Bible; his perseverance in modeling his sentences until every word was the best word that could be chosen to express his ideas.

2. He took as a law unto himself that the guiding principle of all right labor and the source of all healthful energy are found in the idea that one's art should be in praise of something he loved; that nature should be loved as the expression of the loving thought of God.

3. The place, power and duties of woman.

4. That woman should be the guide, the helpmeet, the director of man, with the power to remove much of the suffering, injustice, and misery on our earth.

5. That it should include those ideas in history, in poetry and art that lead to elevated thought and life; together with much of the teachings of nature in her many lines and moods.

6-7. According to Ruskin woman's main office with respect to the state is fulfilled by her exercising a faithful, loving care over the home and little ones; by her directing her powers towards the sweetening and purifying of human lives. In no other way can she do so much in molding and in directing the affairs of state.

8. To make her brave, strong and intelligent; thoughtful along the lines of right living and thinking; and true to all humanity.

SCIENCE OF EDUCATION.—1. Because thinking deals with relations of objects, and through conception, judgment and reasoning, that thinking is brought about by which the stored ideas and the new related ideas are fused together into a broader knowledge than existed before.

2. "The thing itself before the sign" is the grand maxim for all education. To the pupil must be given accurate ideas of objects through perception. Abstract notions are developed by seeing, handling or experimenting with things or objects.

3. The preceding answer is, in great part, an answer to this also. An example or an illustration puts to the mind the idea in a concrete form; an image or its equivalent is formed, the abstract idea becomes real or concrete, a concept is brought about and the result is knowledge ready to be assimilated and converted into power.

ARITHMETIC.—1. Answer, \$201.61+. 2. Answer, \$1201.75=.

3. $100\% - 5\% = 95\%$; $40\% \text{ of } 95\% = 38\%$; $95\% - 38\% = 57\%$; as he now gives \$2.60 to a beggar and has 50% left; the \$2.60 must correspond to 7%, then $100\% = 37\frac{1}{2}\%$, answer.

4. \$4981 32+.

5. In 6 weeks or 36 days.

6. Percentage, Federal money and the metric system; linear measure and liquid measure.

7. Against the current he goes 1 mile in 30 minutes; with the current he goes 1 mile in 10 minutes. The amount of acceleration down stream is equal to the amount of retardation up stream; both, in action, make a difference of 20 minutes; therefore, either one would make a differ-

ence of 10 minutes, when compared with the rate in still water. Hence, in still water, he would go a mile in 30 minutes less 10 minutes or 20 minutes.

8. Answer, 30.

9. Answer, 24.072+.

U. S. HISTORY—(a). It was a time of unrest in both religion and society and the economic conditions were oppressive. The upper classes in England had improved, but the peasant remained where he was. Many were thrown out of employment by the converting of large tracts of tillable land into sheep pastures. Colonization was thought by many to be the only means of obtaining permanent relief from the pressing political and economic dangers of pauperism.

(b). Gosnold, with the help of Hakluyt, Hunt, Sir Thomas Gates, Sir George Somers, Edward Wingfield, John Smith, and Sir John Popham induced King James to grant a charter to a company with two subdivisions—the London Company and the Plymouth Company. The colonies were directly under the king's control. The government of each was placed in the hands of a resident council, the members of which were nominated by the crown from among the colonists. (See text-book.)

(e). All the produce of either colony was to be brought to a magazine, from which the settlers were to be supplied with necessities by the cape merchant. The company was to be a vast joint-stock farm. After about four years of failure under this kind of management, Sir Thomas Dale "caused the abandonment of the non-progressive and unsatisfactory system of communal proprietorship, introduced individual allotment, and broadened the foundations of a prosperous state."

(j) The *Liberals*, having gained control of the company, began opposing the king through the colony with the result that Virginia gained in a few years political privileges which were never wholly relinquished. At last the colony was granted a representative assembly,—the first in America,—called the house of burgesses, which was first convened in June, 1619. Each plantation elected two members; the assembly met annually and enacted whatever laws and regulations thought to be necessary.

PROBLEMS

PROBLEMS, SOLUTIONS, ETC.

1. INTRODUCTORY REMARKS, ETC.—Please be more careful with your decimal points. Several sent solutions in which the process is correct, but which contained "mistakes." Many did not read "42" carefully; the \$5000 is *stock*, not money. Seventeen sent an incorrect solution to "42;" four, to "45;" four, to 49;" three, to "47;" one, to "39," (from Aurora, Ind.) We wish more solutions to problems 39, 40 and 43. Let correspondents add the *county* to their addresses.

2. SOLUTIONS.—Problem 42, December JOURNAL. \$5000 stock at 3 per cent. yields \$150 income; \$150+55=\$155, income from the 3½ per cent. If 3½ per cent.—\$155, 100 per cent.—\$4428½, stock, which bought at 87½, cost \$3875, the sum invested in 3½ per cents, and also the sum realized from the sale of the 3 per cents (\$5000;) if \$5000 stock cost \$3875, the price must have been 77½.

Problem 45, January JOURNAL.

Let x —price per dozen; then $\frac{x}{12}$ —price of one egg; and $\frac{144}{x}$ —number of eggs 12 cts. will buy; 2 less would be $\frac{144}{x}-2$, which divided into 12, will be the price apiece under the supposition. $12+(\frac{144}{x}-2)=\frac{12x}{144-2x}$; one

dozen would then cost 12 times this quantity, or $\frac{144x}{144-2x}$, which equals

$x+1$, from which equation $x=8$.

Problem 46, January JOURNAL.

According to the scale, a sq. mi., or 640 acres, would be represented by $\frac{1}{16}$ sq. in.; 1 acre, by $\frac{1}{6400}$ sq. in.; and 4000 acres, by $\frac{1}{16}$ sq. in.

Problem 47, January JOURNAL.

$\frac{3}{92} + \frac{3\%}{98} = \frac{1}{11} = \55 ; then, $\frac{1}{11} = \$805$; twice $\$805 = \1610 .

3. CREDITS.—(Where no state is mentioned, Indiana is understood.) 42, E. B. Myers, Elkhart; W. G. Wilson, Shelbyville; U. S. Berry, Otto; M. H. Moffett, Vandalia (solution correct, but incomplete,) 45, H. H. Clark, Odon; Geo. W. Logan, Arlington; Effie M. Battenberg, Decatur; 41, Wilbur Cline, Peru; John H. Carroll, Grandview; 46, Milo Miller, Francesville; J. N. Swart, Goshen; 47, John Minger, Spades; Adna P. Fox, Harrison, (Ohio); 41, 44, Allan R. Johnston, Aurora; 42, 45, H. A. Kernodle, Advance; Ira P. Baldwin, Crawfordsville; 42, 46, James H. Todd, Galena; 42, 47, Otto Clayton, Maxwell; 46, 47, Anna H. Kreitlein, Aurora; G. H. Greene, Medora; Elmer Cummings, Houston; W. F. Enterman, Leota; 45, 46, Earl W. Albright, Middletown; 45, 47, John Morrow, Charlestown; Geo. F. Lewis, Lebanon; 42, 46, 47, A. R. Williams, Horn; A. R., Seymour; Michael M. Zinkan, Washington; 45, 46, 47, Mrs. Minnie Wilson, Hayden; Milton Whittenberger, Rochester; 42, 45, 47, J. J. Richards, Mulberry; 42, 45, 46, 47, Ethelbert Woodburn, Lochiel; L. E. Swartz, Nappanet; Sadie Jane Merrell, Andersonville; C. H. Noblitt, Eckerty; A. L. Baldwin, Cambridge.

In our next, we will give the discussion of the incorrect sentences in the January JOURNAL.

IV. PROBLEMS.—

48. Divide a board 10 feet long and 2 feet wide, into four pieces so that they can be put together in the form of a square.

49. A wins 9 games of chess out of 15 when playing against B, and 16 out of 25 when playing against C; at that rate how many games out of 118 should C win when playing against B? Ind. Comp. Arith., 7th page 327; by request.)

50. In a plane triangle the base is 50 ft., the area 600 sq. ft., and the difference of the sides is 10 ft., required, the sides and the perpendicular.

51. How many stakes can be driven down upon a space 15 feet square allowing no two to be nearer than $1\frac{1}{4}$ ft. (Prob. 13, page 367, Rays's Higher Arithmetic; by request).

52. A man invested the same sum in two different stocks, a 3 per cent. stock at $87\frac{1}{2}$ and a $3\frac{1}{2}$ per cent stock at $93\frac{1}{4}$, and his income from one is \$212 more than from the other; what sum has been invested in each?

Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us, by Feb. 15. Be prompt; solutions, etc. can not be received too early.

MISCELLANY.

HUNTINGTON graduated eight persons from its high school, January 25.

THE NATIONAL NORMAL at Lebanon, Ohio is now in its fortieth year with a large attendance from more than twenty states.

GINN & Co., of Chicago, have arranged several well selected libraries for teachers, schools, and homes. A catalogue will be sent for the asking.

THE Overman Wheel Company, of Chicago, has a pad calendar for 1895 which contains matter of interest and gives memorandum space on each leaf.

THE SOUTHERN INDIANA NORMAL at Mitchell, under its new management, reports a good attendance and earnest faithful work done by both students and faculty. Jno. C. Willis is president.

THE Southern Indiana Teachers' Association will hold its next session at North Vernon April 4-6. A good program is being prepared. Horace Ellis of North Vernon is chairman of the executive committee.

ADAMS COUNTY in its school manual for 1894-5 gives a great deal of valuable information. It occupies over one hundred pages. Everything that the teacher or patron needs to know about the schools is there. J. F. Snow is the superintendent.

VEEDERSBURG.—Trustee Glascock of Cain township dismissed all his schools for a day that they might visit the Veedersburg sohools. They were expected to take note of what they saw and discuss the visit in the next township institute. Is this not a good idea?

MIDDLETOWN leads the Henry County twons in the Y. P. R. C. work. The six rooms enroll 300 pupils. The reading circle books number about 300. Miss Dora Estes in charge of room No. 2 of this school received a \$10 banner. W. L. Cory is principal of the schools.

LEBANON is having a very successful course of lectures by Prof. Nathaniel Butler of Chicago University, his subject being; "Some Studies in American Literature." Citizens to the number of 200 are attending. Good. Supt. J. R. Hart is behind the enterprise.

EVANSVILLE.—Superintendent Hester some time ago got permission of his school board to make an appeal to the people through the schools for money with which to purchase a circulating school library. The result was \$688.05. "Where there is a will there is a way."

THE Biennial report of the state normal for the two years ending Oct. 31, 1894 makes a good showing. It is in a very prosperous condition and needs more money to do the necessary work. The report shows that since the school opened in 1870 there have been enrolled 10,678 students and 670 of them have graduated.

THE TRI-STATE NORMAL at Angola seems to be pushing to the front about as rapidly as a healthy growth will allow. The attendance grows steadily and the management takes particular pride in the high order of the work done. Shoddy work is not allowed in any of the departments. L. M. Sniff A. M. is president.

LAST month we said that Wayne and Henry were the only counties in the State that afforded high school privileges to all their pupils. We gladly add to the list as follows: "Every township in Johnson county extends high school privlleges free to its common school graduates. Six of the townships have graded schools with a complete high school course and in the remaining three high school work is done under direction of a teacher especially equipped for the work. Johnson county is behind in nothing."

ANDERSON—Superintendent Carr just before Christmas asked all his second grade pupils to write a letter to Santa Claus and ask for the things they wanted. He got 306 letters and one of the local papers publishes a large number of them. Mr. Carr used the letters as a means of "child study." It is interesting to note the things most asked

for and the difference in the taste of boys and girls. Taking the two together more ask for candy than for any other one thing. The girls want more than anything else, dolls, story books, doll-cabs and dishes; while the boys lead off with skates, story books, foot balls, wagons, air guns etc.

PERSONAL.

L. L. GOEN is principal of the Greentown schools.

E. E. SLICK is principal of the Michigan City high school.

ELLA KIRTLAND is principal of the Huntington high school.

A. J. WOOLMAN, a State Normal man, is teacher of science in the high school at Duluth.

B. B. BERRY is superintendent at Fowler. His school board has just invested \$250 in a physical laboratory. Good.

MRS. EMMA DAVIDSON a teacher in the Peru schools has been elected state librarian. Mrs. Davidson is highly commended.

W. W. BLACK, an Indiana man, now superintendent of schools at Paris, Ill., should have been credited with the article in the September JOURNAL on "The Nature of Teaching."

JAS. R. HART, permanent secretary and treasurer of the State Teachers' Association, was prevented from attending the last meeting of the association on account of family sickness. His many friends regretted his absence.

ARNOLD TOMPKINS has almost ready for the press a new book which he entitles "Philosophy of School Management." Those who have heard Mr. Tompkins talk on School Management know his ability to treat this subject and will be eager to get his book.

DR. E. E. WHITE of Columbus, Ohio, made the annual address before the state association and further strengthened his hold on Indiana teachers. Dr. White was for several years president of Purdue University, and thoroughly established himself in the confidence of the teachers of this state and they are always glad to have him come among them. He has lost none of his old time vigor of thought and grace of style.

HOWARD SANDISON, on account of his health, did not attend the State Association and yet he was elected president for the coming year. This incident proves what is generally admitted, viz: that but few teachers in the state stand so high in the estimation of teachers as Mr. Sandison. They knew that he would never even intimate to his closest friend that he would like to have the place, and they knew he would fill it with honor to the association, so they elected him in his absence.

ELI F. BROWN, Superintendent of Instruction of the Indianapolis Business University, recently served as instructor and lecturer in the teachers' institutes at Uniontown, Pa., and Mansfield, Ohio, for which work he has received rare compliment from the press. *The Jeffersonian Democrat* says of him: "Dr. Brown is without doubt the strongest instructor ever before a Fayette County institute." Many other quotations might be given, all showing how forcibly he impressed popular attention.

BOOK TABLE.

THE *Forum* has reduced its price but has not reduced its size or its standard of literary excellence.

THE *American Journal of Education*, St. Louis, Mo. begins 1895 in a new dress and improved form. It looks well and reads well. J. B. Merwin is its editor.

THE *Lone Star State Philatelist* is the name of a little weekly paper published by Roy B. Bradley of Abilene, Texas. Price 25 cents a year. It is in the interest of stamp collectors.

St Nicholas for February is fully equal to the best number of this excellent magazine. No parent can give a better gift to his son or daughter than a year's subscription to *St. Nicholas*. A copy should be taken by each school in the country. This could be easily managed if each child would contribute a dime towards the price. Try it, teachers.

The *February Century* is a richly illustrated *Midwinter* number. It continues the history of Napoleon which is the attractive feature of the current volume, Mrs. James T. Fields contributes a delightful paper on Oliver Wendell Holmes. No one is more competent to speak from intimate knowledge of the Autocrat. Noah Brooks has an interesting paper on Lincoln, Chase and Grant. The fiction is fully up to the standard of this most excellent magazine.

THE AMERICAN BOOK COMPANY announces the immediate publication of a series of "Monographs on the Physical Features of the Earth's Surface," designed especially for the use of the teachers and pupils of the geography classes in schools. The main object of the publication is to render accessible at a nominal price, accurate and properly correlated geographical information, expressed in such simple language, that it may be used to supplement the regular text-book, and thus enrich the study of geography.

Little Nature Studies for little people from the essays of John Burroughs, edited by Mary E. Burt and published by Ginn & Co. Boston and Chicago. This is a delightful little book and serves the double purpose of language and nature at the same time. The child is encouraged to use language to express *thoughts* about what he sees and is interested in. To make a statement simply for the sake of making it, and to make it for the sake of saying something are very different things. The one is dead form the other is living thought.

THERE are few things more noticeable than the efforts teachers are making to know more about teaching. Send postal for Teacher's Helps, a catalogue of 400 books and aids for teachers, to E. L. Kellogg & Co., of New York. To any one answering this advertisement, and sending 10 cents, a copy of Lang's "Comenius" will be sent with the catalogue.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f.

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A PHYSICIAN'S JOY.—Knowledge of things unknown to Solomon in answer to prayer. 64-page pamphlet, postpaid, 50 cents money, or P. O. money order. DR. E. J. GOODWIN, Solitude, Posey Co., Ind. 2-1t

WANTED.—General agents to control agents at home for "Dictionary of U. S. History," by Prof. Jameson. Needed by every teacher, pupil and family; endorsed by Press and Public. Big pay. Puritan Pub. Co., Boston, Mass. 11-7t

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If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

BY APPLYING to the Albert Teachers' Agency, (C. J. Albert, manager) 211 Wabash Ave., Chicago, you will receive full, accurate, and confidential information concerning one to three candidates for any positions you may have to fill, free of charge. State full particulars. Correspondence with good teachers solicited. 1-2t

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In a recent article on Coffee and Cocoa, the Eminent German Chemist, Professor Stutzer, speaking of the Dutch process of preparing Cocoa by the addition of potash, and of the process common in Germany, in which ammonia is added, says: "The only result of these processes is to make the liquid appear turbid to the eye of the consumer, without effecting a real solution of the Cocoa substances. This artificial manipulation takes place at the cost of purity. The delicious Breakfast Cocoa, made by WALTER BAKER & Co., of Dorchester, Mass., is absolutely pure and soluble. No chemicals, or dyes, or artificial flavors are used in it." 2-1t

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MARCH, 1895.

NUMBER 3

CHARACTER.

EMERSON E. WHITE, LL. D., COLUMBUS, OHIO.

[We give below as full an abstract as possible of Dr. White's lecture on "Character," given as the annual address at the special request of the executive committee of the State Association.]

All life is dual. It has an inner being and an outer manifestation.

Nature is but the visible manifestation of that Infinite One who is its source and life. The thunder is Jehova's voice, the lightning his swift messenger, the wind his breath. The towering oak that defies the hurricane and the tender blade of grass that trembles beneath the burden of a dew-drop, alike speak of Him who through all things diffused, sustains and is the life of all that lives. There lives and breaths a *soul* in all things and that soul is God.

This principle of life, duality, is eminently an attribute of man. Not only has he two natures, a physical, body and an indwelling regal spirit, but each has its inner life and its outer life—a duality of existence.

In the moral life these two existences are distinguished by the terms character and conduct. Character is the inner principle of the moral life; conduct that principle in its outer, visible flow. Character is the fountain; conduct, the out-flowing stream.

Character is not only the inner principle of the moral life, but it is also its result—its creation. Every act of the soul leaves as its enduring result an increased power to act, and a tendency to act again in like manner. Power and tendency are the resultants of all psychic

and tendencies resulting from ethical action constitute moral character. Character is the total resultant of man's inner life.

The human soul is not a mere canvas on which life throws her images of thought and desire only to vanish again, to give place to their succeeding shadows. Every thought, every emotion, every aspiration, every purpose arising in the soul, leaves its impress there and becomes a part of it. Man thus becomes a human soul. The thought I am now thinking, the feeling I am now cherishing, will live forever, an inseparable part of my existence.

The roots of what we are to-day run back under the soil of all our past life, and touch every past thought, emotion and experience. Within us is all our past life, if not in actual fruit, in flower or bud or life-bearing power. The tree does not bend beneath its burden of luscious fruit as the result of a single day's sunshine or shower. Not a ray of sunlight has ever played over it, not a rain-drop or dew-drop has jewelled its leaves without contributing something to the burden of glory which at last crowns it. So in life. The successful performance of the simplest of to-day's duties may have placed under tribute a whole past life of preparation, and to-morrow's failure may date way back to some apparently trifling experience. Success in life is not the outcome of intellectual or moral emptiness.

In the foregoing, I have not been unmindful of what is claimed for the hereditary element in character. But what is heredity but those transmitted powers and tendencies which are the resultants of ancestral life? Besides, the first human soul was endowed with powers and tendencies not hereditary, and every soul since born has come into the world with innate capabilities as well as hereditary tendencies. Evolution fails as a philosophy of character. It assumes that human action, both voluntary and involuntary, is pre-determined, necessitated, but this assumption flies in the face of conscious experience. In her soul-lit realm, consciousness transcends in certitude all objective evidence and all inferences of logic.

My next point is that man's real influence flows from his inner life,—that indwelling character is the source of man's

power and success. Back of all a man does or says is the man himself. It is this inner man that is so mighty in influence, so irresistible in action. The deed is but the window through which the man is seen. Indeed all influence springs from a supposed reality. The lofty mountain which pierces the blue dome of heaven above us, the ocean with its crimsoned waves issuing from the setting sun and rolling a river of suns to our feet, awaken emotions of majesty and sublimity because the one is majestic, the other sublime. It is the reality that moves us.

The very presence of a truly great and good man exerts a mysterious power over us. Wendell Phillips tells us that O'Connell's audiences were always disappointed by the evident reserved force and beauty that lay back of his resistless eloquence. They wished O'Connell to put all of himself into speech, but the more he put into his words, the more they saw back of them. This is the secret of oratory. It is the man back of the speech, the orator back of the oration, that is power. "Words have weight," says a recent writer, "when there is a man back of them."

This leads to the fact that man's inner life is wrapped in no inscrutable secrecy. Character may be veiled, but it can not be concealed. It is self-luminous. Every desire, every emotion, every purpose of the soul has its outer sign and expression. It may be true, as some physiologists claim, that every feeling arising in the soul is attended with bodily movement, though I am not prepared to believe that all feeling is body-born, or to say with James that we do not cry because we are sorry, but are sorry because we cry. But our psychical life is manifested in our bodies, and so we wear our lives on the outside, as we wear our garments. We are thus known much better than we think. This outer expression of the inner life explains the art of the detective—an art that picks out a rogue in a crowd or "spots" him as he alights from a railroad car at a station.

[The speaker next considered the outer signs and revealers of the inner life, including in the analysis the temper, the face, (especially the eyes and the mouth,) the laugh, the smile, the manners, and, lastly, language. The manner in which the soul is thus revealed, was not only most happily

stated, but enforced with a wealth of illustration and apt quotation which delighted the audience. We regret that we are not permitted to reproduce them.—REPORTER.]

Whatever may be the means by which our inner life shines out through this outer environment, of one thing we may all rest assured. *What is in us will out* in spite of all our shams and coverings. It is genuine character that tells and no hypocrisy can long counterfeit or cancel it. If angels inhabit our inner sanctuary, their bright forms will be seen at the open door and their music will be heard from the towers of our life; but if imps and demons of passion and appetite possess the heart, they too will show themselves at the windows and their discords will burden the outer air.

It is true that there is a great difference in the transparency of different persons. Some carefully draw the curtains of their inner life to shut out sight; others fill the soul's windows with stained glass to let in light, and, at the same time, exclude sight; and still others, more secretive, try to hide their desires and purposes in the soul's dark cellar. But all is futile, for in due time the enticing knock of some strong temptation will open blind and door and the secret purpose will leap into the daylight, and the inner man be disclosed. The only safe life is one that will bear unbolting; that will stand the search-light when it is turned upon it.

Let us, in conclusion, carry this beautiful doctrine into life, and learn a few of its many practical lessons:

1. It discloses a common error respecting the value of school training. There are those who ask of every branch of study, "Of what practical use will its facts be in the shop, or in the store, on the farm, or in the factory, in managing a railway, or a bank?" If the facts learned can not be directly used in the work of life, they are called useless facts and their acquisition a positive waste of time and effort. But this doctrine of the inner life shows that the abiding practical result of all study is soul power. Every search after truth leaves as its best result an increasing power of search, and hence the act of acquiring knowledge is better than the knowledge itself. Knowledge may guide and enlighten, but power is the lucky winner of success. A superficial empiricist with a stock of facts is liable to blunder in every new appli-

cation of his knowledge. Practical facts must be applied by an intelligent mind. A student once asked Mr. Opie, the great English painter, with what he mixed his paints. "With brains, sir!" was the suggestive reply. "Brains, sir!" is what is needed in all the pursuits of life. It is this that gives meaning to Lessing's statement that if he were given his choice between truth and the search for truth he would choose "search;" and also to the remarkable saying of Malebranche, "If truth were a bird and I held it captive in my hand, I would let it fly away that I might again pursue and capture it."

How sharply this doctrine of resultant abiding soul-power stands over against Herbart's theory of the independent and continued existence of ideas—a theory that makes, as Hoffding puts it, anarchy in our conscious life. There may be in every human soul, an unerring memory out of which nothing absolutely fades, but the imperishable element in memory is *the soul's power to reproduce its conscious past*. Ideas are not self-existent entities with the power of attraction and repulsion, and to treat them as such is one of the vagaries of philosophy.

2. This doctrine also explains the formation and power of habit. Every act of soul or body leaves, as an abiding result, power and tendency to act again in like manner; and every repetition increases such tendency. When an act repeats itself, unless resisted, habit is formed. Addison calls attention to the fact that mental habits are not so easily formed or sustained as those of the body. A virtuous and true life is an ascent, and every step upwards requires the putting forth of a new energy. Vice, on the contrary, is a descent. Every step adds to the momentum of its victim. Man sows a desire and reaps an act; he sows an act and reaps a habit; he sows a habit and reaps a character; he sows a character and reaps a destiny. Thus, in four sowings, a wrong desire may end in a fearful destiny.

3. This doctrine constitutes the practical philosophy of personal influence. It is a great mistake to suppose that character and influence can be divorced. You might as well attempt to separate the stream from its fountain. Where genuine character is wanting, there will always be missed

that irresistible charm and power that come from indwelling goodness and manliness. We cannot become influential by the passage of a resolution. Our words must bear the stamp of a true life or they will not pass over the counters where genuine influence is exchanged.

4. All that has been said leads to the one conclusion that character and influence are not accidents of life. They neither spring from the ground nor fall from the sky. They are in the man, at once the result and the reward of noble living. Emerson says that every one born into the world has "all nature for his dowry and support," but no one ever possesses more than he takes into himself. It is possible for a man with nature for a dowry to live and die a pauper. We shall carry from this world *what we have lived*; all else will be left behind. A true life is the abiding riches.

In the light of this truth, how wise the words of Horace Mann, to the young: "When bewildered by social display or tempted by the seductions of flattery, face the east. *Orient yourself.*" Begin each new day by turning your back to the night your face to the light, and your soul to heaven. Orient yourself. Pitch not your tent on all the plain of sensual indulgence, and turn not by the wayside of life to feed on garbage or drink from that Circean cup that can transform you into a beast. Live true to the noble and divine impulses of your nature, and reason and religion, nature and art, the universe within and the universe without, will spread daily for you the repast of a king.

The grandest result of human life is manhood, and the regal fact of manhood is character. A noble character is at once the joy and the victory of life.

II.—NEW MEXICO.

JESSE W. BONNELL.

The territory of New Mexico was organized Dec. 13, 1850, from that portion of the region transferred by Mexico to the United States by the treaty of Guadalupe Hidalgo, embraced between the Rio Grande River and the California line south of the thirty-seventh parallel of latitude, and that portion of

the Texas cession of 1850 bounded east by the 103° meridian, north by the 38° parallel, west by the Rio Grande, and south by the 32° parallel. To this was added, in 1853, the strip south of the Gila (He-la) River, acquired by the Gadsden purchase December 30, 1853. The formation of Colorado territory, in 1861, and of Arizona territory, in 1863, reduced its area to the present limits.

The average width of the territory is 325 miles; the length of the eastern boundary is 345 miles; the length of the western boundary is 390 miles, its area being 122,580 square miles or more than three times the area of Indiana.

At Marshall Pass, in Colorado, the Rockies divide and enter New Mexico in two main limbs, one stretching to the southeast and one to the southwest. The western chain of these mountains is generally known as the Atlantic and Pacific divide. The course of both chains is broken up into short ranges too numerous to mention. To the west of these, in Arizona, the plateaux and mountain chains rise like a flight of steps until they reach the continental divide, which runs just within the western boundary of New Mexico. The ranges on the eastern side of the divide, therefore, present a very slight surface to the passing clouds. Many of the mountain peaks in New Mexico reach a height of 12,000 feet. The altitude falls to 3,871 feet at Las Cruces. The altitude at Santa Fe is 7,047 feet, at Albuquerque (Ahl-boo-ker-ka) about 5,000 feet, at Las Vegas over 6,000 feet, at Silver City 5,770 feet.

With the above outline of the contour and elevation of the country, it will not be difficult for the reader to form a correct idea of the climate of New Mexico.

New Mexico is rich in precious metals, but the mineral resources of the territory are not yet developed. There are at present more than a hundred mining districts scattered over the territory.

The territory is drained by the Rio Grande, which bisects it from north to south; by the San Juan which drains the northwest toward the Pacific, and by the Gila, which drains the southwest in the same direction.

Nearly all of New Mexico, except the mountain areas, is arable, but water by irrigation is necessary to make it pro-

ductive. Irrigating was begun about 1886, and now there are 800,000 acres under ditch.

The population of New Mexico in 1850 was 61,547; in 1860, 93,516; in 1870, 91,874*; in 1880, 119,565; in 1890, 153,593.

The population of Santa Fe, the capital, was returned by the census of 1890 is 6,185; of Albuquerque 5,518 (the old town 1,733, the new 3,785). Santa Fe claims a present population of 7,000. Albuquerque now claims to be the largest town in the territory, with a population of 10,000. It is situated at the junction of the Santa Fe, and Atlantic & Pacific railroads and judging from its railroad connections, its altitude and contiguous coal supply, it is destined to become the commercial and manufacturing center of the territory. Las Vegas claims a population of 8,000, and is famed for its mineral springs.

The number of common schools in the territory is 519, the number of teachers 547, the number of scholars between the ages of five and twenty years is 43,258. Free education is also afforded at the territorial University at Albuquerque; the School of Mines at Socorro; the Agricultural College at Las Cruces, and two normal schools, one at Silver City and one at Las Vegas. The schools are supported by a territorial tax of 3 mills on the dollar of all taxable property, a poll tax of \$1 on each voter, the proceeds of licenses, together with proceeds of certain fines. The text-books are all non-sectarian and in the English language, with the exception of a primer in English and Spanish.

The early history of New Mexico is intensely interesting and romantic because of the early and continued occupation by the Spaniards. It is impossible to even outline, in this connection, the various expeditions and campaigns conducted by the Spaniards during the first explorations of the territory, but we mention a few names and dates and leave the reader to make further investigation at his pleasure.

*The apparent decrease in the population of the Territory of New Mexico between the years 1860 and 1870 was the result of the careless and inefficient canvass of the Census enumerator in the latter year. The population was so sparse in many portions of the Territory, that the fees paid did not justify the enumerator to properly canvass the out-lying districts.

Who first explored New Mexico is a matter of much doubt. Many authorities name Alvar Nunez Cabeza de Vaca (1537) as the first explorer, while others assert that Friar Marcus de Niza, a Franciscan monk, (1539) was the first white man who entered the territory. Most readers of American history are familiar with the story of Francisco Vasquez Coronado, who in 1541, went in search of the "Seven Cities of Cibola," (Cevo-lah). In 1581, Francisco de Bonillo led an expedition into this country. In 1599, Juan de Onate started on his expedition to the Eastern plains. In 1807, Lieutenant Pike was taken before Governor Alencaster as an invader of the Spanish soil. On August 12, 1846, Captain Cooke, the American envoy, was received by Governor Armijo and sent back with a message of defiance, and five days later General Kearney formally took possession of Santa Fe.

The development of New Mexico under American control properly began with the introduction of railroads. On the 15th of February, 1880, the Atchison, Topeka & Santa Fe R. R. was completed to Santa Fe. In a short time afterward it was completed to El Paso. By connections with the Atlantic & Pacific it obtains connection with Los Angeles and San Francisco. The Denver & Rio Grande now controls 150 miles of road in the northwestern part of the territory. The Southern Pacific crosses the southern tier of counties from Arizona to El Paso. A branch of the Union Pacific crosses the northeast corner of the territory on the route from Trinidad, Col., to Fort Worth, Texas. There are now 1,423 miles of railroad in actual operation in the territory.

In 1867, a commission was appointed to investigate the Indian wars. It reported that \$500,000,000 and 20,000 lives had been expended in the Indian wars, principally against the Apaches and Navajoes. The Apache war lasted from 1860 to 1870, and cost the government more than \$40,000,000. These Indians were not entirely driven from New Mexico until 1886.

In 1880 New Mexico was a frontier country. The extent of its resources was comparatively unknown except to a few prospectors. There were no towns of any size or importance except Santa Fe. Since that date Las Vegas, Albuquerque, Silver City, Deming, Eddy, Roswell and Socorro have become thriving towns. Great progress has been made in agricul-

ture, but manufacturing is just making a beginning. Carload after carload of hides and other raw material is shipped east for manufacture.

The history of New Mexico's efforts for statehood is very interesting and would furnish material for a lengthy article. Since the organization of the territory half the legislature have petitioned for statehood. In 1874 the national House passed an enabling act for the territory and the Senate concurred therein, but a few amendments were added, upon which no vote was had, and therefore the bill failed. In the following Congress, the 44th, it passed the Senate by an overwhelming majority but was killed in the House. In every Congress since then bills have been introduced to admit New Mexico to statehood, but none were passed by either house except during the 52nd Congress, when the House passed an enabling act, which was not brought to a vote in the Senate. The people of New Mexico confidently expected that the 53rd Congress would grant them an enabling act, but they were again disappointed. It certainly is only a matter of a short time when New Mexico will become a state. Her resources, her population, her wealth, her schools, her people, all entitle her to statehood.

The founding of Santa Fe, the oldest town in New Mexico, is usually attributed to Antonio de Espejo (1582), but it seems that it is not definitely known when the town was founded. It is said to have been a populous Indian pueblo, when visited by the Spaniards in 1542. If the old Spanish records are to be credited the chapel of San Miguel was built as early as the foundation of St. Augustine, Florida. One authority says that on September 7, 1598, Don Juan de Onate founded a town at Chamita, opposite the pueblo of San Juan, in Santa Fe county, known as San Gabriel de los Espanoles, which was abandoned in 1605 and the colony transferred to Santa Fe. Some authorities say that the old San Miguel church was built in 1630. The majority of historical records, however, favor the earlier dates, both as to the building of San Miguel and the foundation of Santa Fe.

Santa Fe has been the capital of New Mexico since 1840. Here is located the "Palace" or old government house, erected in 1598. For two and a quarter centuries this building was

the official home of the Spanish and the governors of the Republic of Mexico. Since the American occupation it has been the abode of territorial government. It has been the scene of many thrilling events and tragedies. Here Lew Wallace wrote "Ben Hur," while governor in 1879 and 1880.



THE "PALACE" OR OLD GOVERNMENT HOUSE SANTA FE, N. M.

The name, Santa Fe, is said to have been given by Antonio de Espejo, *La Ciudad de la Santa Fe de San Francisco*—"The city of the Holy Faith of Saint Francis."

The word, Mexico, is from the name of the Aztec god, "Mexitli." The Spaniards called the territory Nova Mexicana.

New Mexico is called the "land of sunshine, silence, and adobe," also the "land of poco tiempo or manano." The houses of New Mexico are nearly all built of adobes or sun-dried brick. *Poco tiempo* in the Spanish language means "in a little time," or "shortly," and *manano* is the Spanish for "to-morrow." It is said that the native population of New Mexico "never do to-day what they can put off until to-morrow," hence "the land of a little time, or to-morrow."

During the Mexican War, the Americans called the Mexicans "greasers," and the Mexicans called the Americans "gringos." The term, "greaser," was applied to the Mexicans who had more Indian than Spanish blood.

The Americans, during the Mexican war, used to sing a song called, "Green grow the rushes, oh!" which was very popular at that time. The American army sang the song at all points in Mexico, and as the Mexicans did not understand

a word in English, the words sounded to them like "gringos" and supposing it to be the national song of Americans, they have since called the Americans "gringos."

The motto on the territorial seal is *Crescit eundo*—"It increases by going."

GRANT, IND.

MODERN LANGUAGE IN AMERICAN SCHOOLS.

MICHAEL SIELER, DEPARTMENT GERMAN, STATE NORMAL SCHOOL.

The last two decades have witnessed some extraordinary changes in the organization and administrative policy of most institutions of higher learning in the United States. Everywhere there is apparent a disposition to break away from conventional standards and ancient usages. Hoary respectability has been challenged, and asked to give a better claim to recognition than mere antiquity.

This somewhat revolutionary tendency is seen in the modification of the courses of study now going on in the schools and colleges of this country generally. The supremacy of the ancient classic languages, Greek and Latin, and of mathematics—a supremacy which for ages there were few to question and still fewer to dispute, is attracting attention. The modern spirit of critical inquiry is concerning itself with this ancient usage, and is calling for a change. Two great lines of work for which, until recently, colleges have made only indifferent provision, are being successfully pushed for larger places in courses of study. The two lines referred to are those of the modern languages and science. These studies are rapidly coming into greater prominence; and, as the period of time required for graduation has not been materially lengthened, it follows that room has been made for them at the expense of others—usually at the expense of the classics and mathematics.

These changes are exactly in line with the whole trend of modern civilization and progressive thought. The world of to-day thinks, not in Latin and Greek, but in English, German and French. For five hundred years the great thinkers of the world have, with scarcely an exception, expressed themselves in these languages; and thus they have become

the conservators of the work of the race. It is probably true that the books which have been written, since the time of Shakespeare, in the languages now spoken in western Europe, are of greater value to mankind than all that had been written before his time throughout the world. John Stuart Blackie, late professor of Greek in the University of Edinburg, said: "The languages which claim most loudly the regard of an English speaking gentleman of the present day, whether on the east or on the west side of the Atlantic are French and German."

But should the student not study Latin and Greek? Yes, certainly, if he has opportunity. As "culture studies" those languages serve a noble purpose. It is, however, freely conceded that the ends of culture are secured just as well, and in some respects better, through the study of the modern languages. If the disciplinary value of a study is proportioned to its difficulty, then an advantage lies with Greek and Latin. Those languages, owing to their complicated grammatical structure, are difficult to master. The modern languages are easier. But difficulty is not the gauge of the disciplinary value of language study. Quite as much depends upon the kind of literary, political, social and moral ideals which pervade the language studied. Here, unquestionably, the advantage lies altogether upon the side of the modern languages. True, the study of Greek and Latin opens up to the student a vast literature, but it is a literature of comparatively low ideals. The men who wrote what are read to-day as the Greek and Latin classics lived in remote heathen antiquity. Homer, Xenophon, Sophocles, Euripides, Virgil, Cicero and Catiline—all these are voices crying out of the darkness of pagan times. All lived before the sun of Christianity had risen upon the world, most of them centuries before that epoch. They spoke in language of marvelous beauty and precision, but it was language that spent itself upon itself. To the student of to-day there is little in the thought content of the ancient classics that is calculated to purify the heart and ennoble the life. In an age when philosophy justified human slavery, placing the life and person of the slave absolutely in the hands of the master; when the ideal social state was one in which the masses of

the people were in a condition of degradation almost upon a level with that of slavery itself; when the law of might was the law of the world, and when humanity had, as yet, found no ally in religion, the ideals of literature were of a comparatively low type.

With the literature of the modern classics it is quite otherwise. In the study of this the student comes at once in contact with the grandest ideals of his race—ideals that are infinitely higher than those of the ancient world. Contact with such ideals can but result in superior discipline to the student. Considered from the standpoint of utility the advantage is, of course, with the modern languages. The Christian world of to-day talks, writes, thinks and does business in the modern languages.

The claim that one needs to know Greek and Latin in order to know English well has some weight, but not as much as is sometimes supposed. Viewed as to peculiarities of inflection and syntax, the English language has no vital connection with Latin and Greek. The chief force of this claim lies in the fact that a considerable percentage of important English words are derived from Greek and Latin originals. In English word-study, therefore, there is some advantage in knowing those languages; but the student who knows how to use a good English dictionary is not greatly hampered by the want of such knowledge.

It is not strange, then, that the wisdom of the time-worn practice of devoting so much of the student's time to the study of Greek and Latin should be called in question by progressive writers and thinkers upon educational subjects. The drift of the best educational thought of the day seems to be toward a policy which will, in the near future, reverse, in our higher schools, the relative prominence of the ancient classics and the modern tongues.

Of the three greatest languages of the present day—English, German and French, the two first named take precedence over the last. One in ethnic origin, in structural peculiarities, and in the human ideals which they embody, English and German are to-day the greatest languages spoken in the world. No other languages living or dead, can com-

pare with these in the richness and variety of their literary monuments.

As between these two it is difficult, if, indeed, it is possible, to pronounce that either is the greater. But with either rated first the other is, without question, second. It could, perhaps, be shown that each excels in special fields. In the department of poetic and dramatic literature, English would be generally conceded to outrank German; but in the realm of philosophical and critical literature, the palm passes to German.

In the still more specialized field of educational literature the German language holds a supremacy in which it is scarcely approached by any other. German pedagogical literature exhibits a comprehensiveness of view and a depth of philosophical insight which makes it an accepted standard of authority throughout the Christian world. No specialist in education would deem his equipment sufficient without a relatively thorough knowledge of German pedagogy. In schools devoted to the thorough going professional training of teachers, therefore, the study of the German language is a necessity. At this point the German language presents a claim to recognition which is shared by no other, certainly not by the dead classics.

In schools of science the case is much the same. Here Greek and Latin have virtually nothing to offer, while German is so rich in the literature of the most advanced modern science, that no course of scientific study would be considered complete without it.

Shall it be said, then, in the light of the considerations above mentioned, that the reaction against the great prominence given to the study of the ancient classics in our higher schools is in the wrong direction? To the writer it seems that this question must be answered in the negative. Since, as instruments of mind culture, Greek and Latin exhibit no admitted superiority over the modern language, and since the latter, by every consideration of practical utility, far outrank the former, it would seem to follow that any movement which looks to diminishing the time now devoted to Greek and Latin, and increasing that devoted to the modern languages is in the line of rational educational progress.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

DEVICES IN GEOGRAPHY.

What are some of the devices that help in teaching primary geography? What do you think of children studying maps?

Such were the questions that came to me a few days ago and probably the answers may interest others as well as the inquirer. In the first place, we must remember that when we were children our examination of objects involved the use of more senses than we now usually use in such an examination. When we see a sleek, shiny surface, we think, without feeling it, that it is smooth and without tasting and smelling that (probably) it has the peculiar odor and flavor of varnish. We think all this because on previous examinations we found these things true, and to-day the sleek, shiny appearance is enough to suggest the whole thing. But for the child to find out the smoothness or roughness of the surface he must pass his hand over it; for him to find out the odor and flavor he must smell and taste it.

A year-old baby was sitting on the floor by a chair. She took hold of the round with her hand, looked at it (the round) an instant, then leaned forward and put her tongue on it twice. Probably it was a minute later when she put her nose to the round and sniffed as she does when smelling. The trouble with us is that we are so many years away from smelling and tasting chair rounds that we forget that we ever did such things; forget that there was a time when the appearance of an object to the eye had never been associated with a certain odor and flavor and we must have done just what this baby did to find out what they were. We are so busy that we do not see that the children around us are feeling, smelling and tasting these common odorless, tasteless objects. But it is just such acts as these repeated again and again that finally result in our thinking a certain roughness or smoothness, odor and flavor from the way the object looks to the eye.

Now, what has all this to do with devices in primary geography? Just this:

If the geography lesson is upon the orange, for instance, the children should see it, feel it, lift it, smell it, and taste it. Six avenues of approach there are to the orange; six points of view and the child who approaches from all six directions has a much more complete knowledge than has the child who sees it from one standpoint only. Usually our school children have approached the orange from all six directions, but have they done so upon the cocoanut and the pineapple which you will probably study at some place in your primary geography work? In the study of animals there isn't the same opportunity for the exercises of all the senses.

The child is going to measure so many things that after a while, without applying a ruler, he can mark off six inches, a foot, a yard, and a rod. His sense (?) of weight will be cultivated until he can tell from the appearance of an object its probable weight. In short, he is going to *do* as many things with form, color, and size which he finds in connection with the flower, the fruit, the animal and the mineral as possible; as it is these actual, accurate associations he makes now that are the basis of after work in school and still more general basis for the work of life itself.

The next device, one remove more distant than the use of the objects themselves, is pictures—pictures that show color, maybe, shaded to show form, etc., pictures of plants, animals, places and peoples. The teacher's description of the thing pictured should supplement the picture. As the work outlined in the Seven Little Sisters is admirably adapted to this phase of primary work I will speak of the way a certain primary teacher has arranged the pictures she has collected for helping in connection with the stories given in this little book. She has made a blank manilla chart about the size of the reading charts. Three or four pages, probably, are given to the pictures she has collected on each of the seven countries described. The pictures of the plants are put together on one page; the animals together on another; while a whole page picture illustrates the general features of the country and people—a little scene, comprehending as much as possible. These full-page pictures are done in crayon by an amateur hired by the teacher to do the work. They are reproduced from small pictures the teacher had but

which were much too small to be seen by the whole class. Her arrangement of pictures to accompany the Seven Little Sisters, is very good indeed.

The next device is the map, the last device that we have (except the text). Of maps there are two kinds, those that have elevations and depressions to correspond with some part of the actual surface of the earth and those that are flat. Of the first kind there are sand maps and the fine relief maps made of plaster of Paris, and of the last, the paper maps in the books and upon the wall. It is clear that the maps of sand and plaster of Paris are nearer the real thing than is a paper map and for that reason should precede the maps in the books and upon the wall. If we remember that the child will put into anything he sees only those elements that have already been associated we will see why a flat, paper map frequently means so little. While if the pupil has made, or helped to make, a river system, a mountain chain, a lake, or a volcano on the sand table, when he sees the words river, mountain, lake, or volcano, something much more definite comes up to him than if a set definition, learned "by heart" guides what he puts into his picture. Without a great deal of some kind of work upon the real, old earth the pupil sees every day (and making it with his own hands helps him to see it) he will not put any picture *back* of the map, but the picture of the map itself is all he has. The picture of the map instead of the picture of the country! What is the first thing of which you think when you hear the word Iceland, Ceylon, Japan, Paris, Amazon? Is it a map or the real thing? What the pupil should think is the thing itself, and I only mean this that the use of sand maps made by the teacher, by the pupils, by both, and plaster of Paris maps bought ready-made, showing all the variations of surface very accurately, these with pictures and descriptions by the teacher and from books are infinitely better adapted to the result we wish to reach by the study of geography than the use of flat, paper maps only.

But some one says all this map-making is a useless waste of time when we have flat, paper (or book) maps showing the relief of the same country perhaps. The virtue isn't in the children's making the maps for the sake of the map, but that

they become familiar with plateaus and slopes, river systems, lakes, capes, peninsulas, islands, etc., etc., as actually being made of land or water, as being elevated or depressed, as flowing or remaining quiet. This work is to enable the children to make a *picture* of the country rather than only a *map* of it.

These are the main devices, as I see them, for teaching geography. It is doubtful if regulation style, flat, paper maps have any place in the primary phase. But I wished to show where, as it seems to me, they belong in a scheme of devices in the entire work. As to the use of the map I see very little place indeed for it in the primary work, and even in the intermediate grades. Work with sand maps and already constructed relief maps (as Mr. Frye's) should be done before using very much the book and wall maps, and these relief maps should be a device on through the geography work.

So let us remember that a child's education is partially an education of the senses. It is to help him relate qualities of objects, so that when one quality is found hereafter others will be suggested. It is to insist on his looking at a subject from every point of view possible and not be satisfied with a superficial examination. We must remember also that the pupil only puts into a map what he already has and for this reason a very great deal of work in which are descriptions, stories and pictures should precede map study.

BUSY WORK.

Here are three assignments of busy work that may be found in very many primary schools:

"Outline the word *cat* with grains of corn." A paper having written on it *cat*, was placed on each child's desk with a handful of corn.

"Make this ladder on your slates." The ladder referred to as the device frequently used in the music work to familiarize the children with this form of representing the scale and make especially sure the position of the half tones, or short steps as the pupils frequently call them.

"Put in four pegs, put in four pegs again, and so on until

your board is full." This is for a class working with the number four.

Let us consider for a few minutes these assignments of busy-work. In the first place, busy-work isn't merely a time filler (or killer), but an opportunity for the teacher to see that the little child learns to hold himself to his work and to his best work when the teacher is paying no attention to him. A school in which the teacher has but one class and is continually hearing this class recite or helping the individual children over their difficulties is not, by any means, an ideal school. But in the ideal school there must be these intervals when the pupils shall work alone, be, for the time, self-directing and oblivious of all around them. Much indeed might be said of the advantages of having these busy-work periods but it is another phase I wish to present.

There are three things that should characterize busy-work; first, the work required should be of sufficient length to keep the class busy until the teacher wishes to change the work. This is very frequently not the case and in a very minutes the work is done and the pupils having nothing further assigned, begin to amuse themselves. This is one fruitful source of disorder. Besides, the teacher should have an uninterrupted period with the other class and must not be compelled to attend the class supposed to be at work. Of course this also means that the assignment must be definitely and accurately made so that the pupils know exactly what to do.

In the second place, very small pupils can do but little as a preparation for the recitation; they cannot think out new points. So their busy work must be some work with the facts that have already been presented to them; it must consist mainly of drill work. But effective drill work is best reached by putting the facts in new relations. If this is not done, the children tire of them before they become thoroughly a part of the child's mental life. Hence, there must be a variety of ways and materials to hold the pupil to the facts until they are his own.

In the third phase, the busy work should re-enforce as many of the subjects taught as possible. It should be the aim of the teacher to make each little fifteen minutes of busy work

as comprehensive as possible, that is, of course, as comprehensive as the child is able to do.

With these three things in mind, let us take a critical view of the three assignments of busy work noted. The first is the outlining of the script word cat with the corn. This was not sufficient work to keep the class busy the entire period and they did all sorts of things, some very good, some very poor, during the remaining time. This was a good device for impressing upon the child the script form of the word cat. It would help the pupils to make and fix a definite picture of this word. As to the subjects (or phases of the work taught) that this re-enforces, about the only thing is writing and with it the reading of this word in script. Now let us turn to the other side and see what kind of assignment would have been better. If the teacher had two colors of corn instead of one, and then had asked the children to make the word with the corn, four grains of yellow and then four of red, alternating until the word was finished, two other sides are strengthened, their idea of the number four and their power of discriminating red and yellow. Or they might have outlined the word using the corn in fours by making each four into a 3 and 1, or a 2 and 2, and having little spaces, the size of a grain, between. If the many-colored small circles were used or the colored pegs, there is greater opportunity still for color discriminations. The work might be to make each four out of red, white, blue and yellow, placing in given order and if the children cannot remember, the order may be shown on the board with colored crayons.

Such an assignment will, first, be more likely to occupy the time, afford a greater variety of drill, and re-enforce much more of the regular work. It may be objected that if a child is required to think of the number and color of the grains (or circles or pegs) as he lays them down, that he will not think enough of the form he is making. Each teacher may answer this objection for herself.

Let us look at the second assignment—the making of the musical ladder. When the children copy this from the board as they usually do, five minutes is more than the average time spent upon it, instead of ten or fifteen. It does help to fix in mind this form of representing the scale but it does not

do anything else. But if the children had been asked to make this ladder with every step an inch and each half step a half inch, (or they might measure with a peg,) and the ladder to be one or two inches wide (or one or two pegs wide) an element of number and careful measurement will be added that will necessitate longer time and besides familiarizing them with this representation help in the number work and in the measurement of lines.

The last assignment suggested is that where the children are to put pegs by fours in peg-boards. Several of the children were busy during the entire period on this work. In many cases one could not tell from an examination of the boards whether they had been put in by fours or not. As a matter of fact, some of the pupils began in one corner and filled each row regardless of the fours. Suppose they had been asked to make each four of the same color and had put fours of different colors around to show that each is a distinct four; suppose they had been asked to arrange the pegs so that any one looking at their boards would know that they had been working with fours; suppose they had been asked to arrange each four in a square—any one, or more, of these in connection with the work assigned will insure two things, first, that they do work with four, (instead of filling the board in any way) and that their perception of color and form of arrangement will also be made stronger.

There is still one further point without which the most carefully planned busy-work will fail. That is this, the teacher must inspect the work done and refuse to accept anything but the child's best effort. If the children find the teacher does not look at their work or if she does make a pretense of looking but says nothing whatever, either praise or blame, the children will soon come to exceedingly careless work. A hasty word of commendation or disapproval will work wonders with the busy-work as well as with the other work of the school. No one can spend a half hour in a primary room (or lower intermediate) without seeing that the question of busy-work is a genuine problem and just as careful, systematic planning should be done for these periods as for the recitation proper.

NUMBER LESSON.

This was the problem I saw on the board in front of the second grade children:

"A man bought $\frac{1}{4}$ of a foot of rubber at 2 cents an inch. How much did he pay for the rubber?"

The first thing the teacher asked for was for some one to read the problem. It was read several times. Occasionally it was read rather poorly and the teacher remarked that she did not understand it as read, and the little fellow would re-read it, trying to make it understood. Each child seemed to make an effort to read it well, that is, so his way of reading it would show exactly what it meant.

Then came the question, "What does this problem tell you?"

"It tells me a man bought rubber."

"Anything else?"

"It tells me he bought $\frac{1}{4}$ of a foot of rubber."

"Does it tell anything else?"

"It tells me how much he paid for 1 inch."

"Very well. Now tell both those things the problem tells you, Robert."

"The problem tells me how much was bought, $\frac{1}{4}$ of a foot of rubber, and how much was paid for a part, 2 cents an inch."

"What are you to do?"

"I am to find how much he paid for the whole thing."

This part of the work was done so readily that I thought probably they usually tried to determine exactly what a problem told them and what they were to do or to find. If this were a feature of work in every grade and upon every problem one great step in advance would be taken, because it is a fact that very much of the pupil's trouble in arithmetic (and I might add in grammar, history, etc.,) is because the pupil is not led to consider very carefully exactly what the language which he reads means. In fact, this first work the teacher did upon the problem was an excellent reading lesson—they were intent upon seeing just what the language of the problem meant. But if the children had felt safe paddling near the shore in this first work, the teacher's next

question pushed them into deep water and desperate were their efforts indeed to reach a solid footing.

"Tell me how you found how much the man paid for the rubber, Rose?"

"I couldn't find out."

"Why couldn't you?"

"I don't know, but I couldn't."

"John."

"I couldn't find out either."

"What was the trouble?"

"It says bought $\frac{1}{4}$ of a foot and paid 2 cents an inch."

"Yes."

"O, I know now!" He sat down and went to work.

Work with other pupils showed there were several children who had not gotten it and several who had.

"How many inches of rubber did he buy?"

"He bought $\frac{1}{4}$ of a foot?"

"Yes, but how many inches?"

Then each child took his slate and began finding $\frac{1}{4}$ of 12, by arranging 12 ones into four equal groups and in a very short time Rose was ready to announce that the man bought 3 inches of rubber.

By this time the children were so full of the wonderful discovery as to how much was paid for the whole that they could not sit still, and it was almost like an explosion when Frank announced the wonderful news that the man had paid six cents for the rubber. Every child in the class was ready to tell how he knew that was right, "for there are 3 inches in $\frac{1}{4}$ of a foot, and if each inch costs 2 cents, it would take 3 two cents to pay for it and 3 two cents are 6 cents." The last two steps were variously stated by several children, and to close the work the problem was re-read, they told again what the problem told them and what they must find, they said they first must know how many inches in $\frac{1}{4}$ of a foot, and they then gave the last step, that of finding the result.

The time for the recitation was all taken and only one problem had been solved; but this one involving a new point and being so carefully worked out was of far more value to the children than half a dozen easy ones or three equally difficult ones only skimmed over.

LESSON 31, INDIANA FIRST READER.

O John, what a nice kite! What a long tail it has!
The tail may be too long. It will not fly if it is.
Are you going to fly it?
Yes; I am going to the hill.

It is a very easy matter to say that the reading lesson should be so conducted that the child must examine his lesson carefully at every step; that while a sort of test may be made with the books closed of what the pupils have found out, yet true reading work must be done with the books open; that questions upon the obvious facts may be so asked that the pupil makes a new interpretation of the lesson; all these things are easy to *say*, but not quite as easy to do. A few days ago we saw a teacher doing this work admirably on Lesson 31 of the First Reader.

The teacher asked a child to tell her the first thing the lesson told and he read, "O John, what a nice kite! What a long tail it has!" Then came the question, "Who said this?" There was some trouble trying to determine this. One child suggested, "It was some one talking to John." Then said the teacher, "Suppose we give a name to this person who is talking to John. What shall we call him?" "Nat!" "Nat!" came the answer. "Very well, then, we will call him Nat." "How many boys were there talking?" "Two." "What were their names?" "Nat and John." Which boy had the kite? Most of the children thought John had it and gave several reasons for thinking so. One child thought this, "O John, what a nice kite! What a nice tail it has!" shows it was John's for it seems to show that Nat was surprised, also, "Yes, I am going to the hill," which they thought John said and which he would not have said if he had not had it. Another child suggested it was Nat who said, "Are you going to fly it," and this showed John had it. Some children suggested things from the picture, but the teacher's questions were such that the pictures did not aid in their answering.

Is the kite new or old?" asked the teacher. Instantly every little head was bent over a book, each reading to himself the entire lesson to determine this point. Nowhere in the lesson

does it say which it is. At last one little fellow was sure the kite was new, for the lesson said, "The tail may be too long. It will not fly if it is," and if John had been flying it before, he would know whether the tail is too long for it to fly.

"Does it take all Frank read to make you think the kite was new?"

"No'm. It only takes, 'The tail may be too long,' to tell me that the kite is new. For if it was an old one they would know whether it would fly all right or not."

"Who talks first?" "Nat!"

"What does he say first?" The first part was read by several children, each one trying to make Nat's surprise very clear.

"Read what John now says." This was done and the children showed clearly John's uncertainty about the length of the tail and the probabilities of its flying. If this was not shown in the reading, a question or two from the teacher made this uncertainty clear and the oral expression of it was very good.

The teacher called for "what Nat says," and then for "what John says," and the reading of these closed the recitation.

The new words had been taught before the lesson as a whole was undertaken, which should be done in most cases in the First Reader, and in many cases in the Second. Even the words already learned are comparatively unfamiliar and it is too much to expect a six-year-old child to get meaning of many new words from the context, when the context itself is made up of words almost new.

Then again, the teacher's questions were such that the children had to *interpret*; they looked at the obvious facts stated trying to determine something not so obvious. They did not recite their reading lesson with their books closed. They scanned the whole lesson at each question, did work in the recitation they could not do alone, and so realized the purpose of a recitation.

LEND A HAND.

[This department is conducted by Mrs. E. E. Olcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

WANT OF THOUGHT.

"Not the learning, but the learner," isn't that the new text upon which is based so much excellent preaching and profitable practice?

The true end of preaching is to develop in each child all the germs of nobility and integrity in his soul. Our work is to help boys and girls grow into upright, progressive men and women.

With this end in view, we do well to seek to teach thoroughly the subjects laid down in the course of study.

But is there not food for thought in this testimony: "I remember well the teacher who most influenced the formation of my character. The most distinct recollection is that he made a gigantic kite and used to help us fly it; that one noon-time the string broke and he sent me after the kite and though I came back late, did not mark me tardy because I had gone on a school errand."

The man did not distinctly recall that he had been taught to be quick and accurate with figures, to read expressively, or write legibly. No, he remembered about a kite!

What will our pupils recall when they think of us? Oddly enough, it will rarely be anything about the "regular lessons."

It may be a memory gem, as "a house with a library has a soul;" or a thought from a nature lesson about cocoons, coral or snowflakes; or a vivid illustration of the truth that "kind hearts are more than coronets."

Bearing this in mind, we should not give less attention to regular lessons, but more to what may be called incidental teaching.

An opportunity for such incidental work, sowing in the hearts of children seed that shall bear good fruit, now and hereafter, was suggested by a sleighing scene on North Delaware Street in Indianapolis.

It was such a bright, attractive scene. The sleighs were gaily painted shells; the lap robes of bright, warm wool or fur suggested comfort; the horses were handsome and spirited; and the sleigh-bells made music on the frosty air. Down the street they came flying, each eager to be first at the goal; back they went slowly on the other side, a happy procession, to the starting point, to come racing down again.

No wonder passers-by lingered, and spectators gathered unmindful of the cold.

A scene of pleasure, suggesting to the children the song,
"Winter is a jolly time,
Lots of fun for all."

For *all*? Can there be complete enjoyment when needless suffering is involved? Should not the horses be permitted to enter into the pleasure as heartily as their drivers? Can they? Look at the number of over-checks that are cruelly tight. Every horse that walks back with his nose thrust out at a stiff, awkward, uncomfortable angle shows you that he is suffering from his over-check.

See that glossy black horse drawing that elegant sleigh. His over-check is so tight that he might be blind for all he can see of the ground.

Look at that beautiful sorrel that you applauded as he sped in first. Flecks of foam drop from his mouth and they are stained with blood.

Do you remember what Ginger says to Black Beauty: "I like to toss my head about, and hold it as high as any horse; but fancy now yourself, if you tossed your head up high, *and were obliged to hold it there, and that for hours together, not able to move it at all, except with a jerk still higher, your neck aching till you did not know how to bear it.* Besides that, to have two bits instead of one; and mine was a sharp one; it hurt my tongue and my jaw, and the blood from my tongue colored the froth that kept flying from my lips, as I chafed and fretted at the bits and rein. * * * What right had they to make me suffer like that? Besides the soreness in my mouth and the pain in my neck, *it always made my windpipe feel bad*, and if I had stopped there long, I know it would have spoiled my breathing."

The dark days came at last to Black Beauty when he, too,

had to wear the cruel overcheck. Then he testified, "What I suffered for four long months in my lady's carriage would be hard to describe. * * * I wanted to put my head forward and take the carriage with a will, as we used to do; but no, I had to pull with my head up now, and *that took all the spirit out of me and the strain came on my back and legs.* * * * Instead of looking forward to having my harness put on, as I used to, I began to dread it. Besides this, there was a pressure on my windpipe which often made my breathing very uncomfortable. When I returned from my work, my neck and chest were so strained and painful, my mouth and tongue tender, and I felt worn and depressed."

Doesn't that describe the sensations of the black and the sorrel and other suffering horses that drew those pretty sleighs? Why were the drivers so cruel? Because they did not *think!*

There is a tradition that an over-check keeps a horse from stumbling. If it is true, why are not tight over-checks put on riding horses?

What a murmur of indignation would have welled up, if any of the drivers had sought to increase the speed, by thrusting a knife into his horse! Possibly a policeman might have appeared. Which is the more painful or dangerous, a quick, clean cut with a sharp knife, or the continued ache and strain with the certainty, if it is continued, of becoming broken-winded?

The pity of it is that from east to west, from north to south, thousands of horses are suffering needlessly and cruelly.

What are you to do about it? Why, enlist an army of volunteer children on the side of mercy. Put your heart in your talk to them. Illustrate the effects of the over-check by fastening a string to a child's hair, and drawing the head back as far as possible, and secure the string at the waist. Then let him run, or walk rapidly, or try to go up stairs, and he will realize how a horse feels. Tell the children that when they see a horse impatiently tossing his head, and turning it from side to side, he is telling them that his neck aches and his throat hurts. If you do your part, the children will work wonders. The weight of the combined

influence of hundreds of children is amazing. They can do a great work now, but the most important thing is that the tots of to-day will be the drivers of sleighs to-morrow, and we must not let them be thoughtless or ignorant. For as John Manly said, when Joe Green nearly killed Black Beauty, "Only ignorancel" How can you say *only* ignorancel! Don't you know that it is the worst thing in the world, next to wickedness? And which does the most mischief heaven only knows."

If the children are thoroughly won to the cause, then in a decade, or a score of years at most, no man can use a tight over-check from want of thought. If he wilfully persists in doing so, public sentiment may provide a humane society officer who will say firmly, "The law forbids the torturing of animals."

Ask the pupils who can, to bring a penny or two apiece and subscribe for "Our Dumb Animals" published by G. T. Angel, Milk St., Boston.

"Cast thy bread upon the waters," and after many days it may be said of you, "I remember that teacher well. She taught me to be kind to all harmless living creatures."

DESK-WORK. SLATE STENCILS.

The following is an extract from a letter received by the editor of Lend a Hand.

"Will you let me tell you of one plan I used? Each school in this township is furnished with a set of slate stencils. As you know, the spaces are too small for any but the very sharpest pencils. I made some little books, one for each pupil, of light manilla wrapping paper. With each book is a lead pencil, which is easily kept sharp enough to mark through the stencils; and each child can keep a copy of the picture."

M D. A.

The plan is excellent, we have used a similar one. We found that some children could finish their copy nicely, before others were half done. So to prevent idleness, we let those who could do it well, make two copies of the same stencil. When the books were filled, each child had one, some two copies of each design.

By the way, we need a new set of designs, with wider spaces and fewer lines in the picture. So that the children can trace them on sewing cards and outline them with thread.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

"THEY CAN'T SPELL."

Of course they can't, but do they not spell as well as they do anything else? Why is it we hear so much about the bad spelling and the bad syntax of pupils? Are we to suppose that the work in these lines is less efficiently done than that in other lines? Is not the real reason the fact that the pupil's sins of syntax and orthography can be so easily detected? We hear very little said about the pupil's inability to write clear, forcible and elegant English; yet such is the ultimate end for which he learns spelling and syntax. Why should a pupil be trained to make correct speech if he is not to make effective speech? Correctness is only a means to effectiveness; yet if the language of pupils should be examined in both phases it would certainly be found that the faults of obscurity, with lack of vigor and artistic finish, overshadow the bad orthography and syntax. It requires a much lower grade of skill to speak and write correctly than to do so effectively. The first is mechanical, by following the dictionary and the grammar; but the other is a matter of life and art. And yet when a pupil, or a speaker or writer, breaks the law of mere correctness the pedagogue and critic throw up their hands in alarm. Is not the difference in the fact that in the one case we are easily caught in the act while in the case of the other it is intangible, subtle and evasive? And besides, what if the pupil can't spell? Who can? Of course he should be able to spell with absolute certainty the words of his ordinary daily vocabulary; but to be a good speller, as we usually understand it, is not to be expected or most to be desired. Learning to spell is a life-long process. What the pupil most needs on leaving school is a spelling conscience and a vest-pocket dictionary. The school must make the pupil feel that it will not do at all to misspell a word; and that he must

consult the dictionary when he is not absolutely certain. In this way the pupil will learn to spell rapidly, both in school and out. In this, as in every other subject, the teacher must expect to give mainly the insight and the motive to self-education, after the days of formal instruction.

WORDS BEFORE IDEAS, OR A LAW OF PEDAGOGIC GROWTH.

While admitting the validity of the law that ideas must precede words, the reverse is also true; words precede ideas. A new word challenges the search for the new idea; but what I wish here to emphasize as a law of pedagogic growth is the fact that the new words, because hinting new thoughts, challenge the reinvestigation of old ideas. We become drowsy and indifferent through monotonous discussion of great doctrines and need to be startled by a new nomenclature. The mind cannot move to knowledge except through the tension set up with something new and foreign. The first step in knowledge is the feeling of estrangement which cancelled results in knowledge. New words for old ideas give this feeling of estrangement, and thus stimulate to more knowledge concerning things more or less familiar.

At least, if this is not the explanation it is difficult to see why we make so much ado about certain new words in education—difficult to understand the wisdom of current educational fads. For instance, becoming weary with the monotony of endless discussion of a fundamental doctrine, expressed by “assimilation of knowledge,” “self-activity,” “from the known to the unknown,” etc., long before the doctrine was sufficiently worked into practice, some enterprising thinker rushed forth with a new banner and battle-cry—*apperception*, and we charged forth to make a new conquest, and had sacked many cities in territory abandoned as already conquered, before aware that we were on familiar ground. And the deception is pleasant and profitable, for we not only appear wiser by having the use of a new word, but are really so by having mastered more thoroughly ideas already familiar through the old words.

There were children in the days of Pestalozzi—even before

that, and he studied children; but not until some one turned the word around and called it child-study did we know that children are ever new and interesting subjects of study; then we buckled to the work with desperation, and after emphasizing anew the necessity of studying children we discerned that children are the same old subjects, and that after all child-study means about the same as the study of children.

And still more recently the new eureka of *adolescence* is to surprise us into knowing what we already knew, and what the teacher has most earnestly been studying since the paleozoic ages of the profession. The man who sits in his office and writes articles may have forgotten what concern the teacher has had in dealing with this new time in life, and how earnestly every teacher has been forced to study it because in living contact with it. Before the new word assumed pedagogical currency, was not the high school teacher fully aware that he had to deal with a new life, that boys and girls were passing into men and women; "that the slip of a girl, like a new moon" is "sure to be rounded into beauty soon;" and that the boy is stepping forth with his banner, *Excelsior*, and his aspiring ideals of attaining to something disinterested, noble and true; that this is the time of awakening to consciousness of worth, a time when ideals take possession of the heart and start the life over the rugged mountain way to the holy city. Speaking of this age Walter B. Jacobs says truly and beautifully in the *Educational Review* for February, "that there is no period of life so tempestuous in the rise and sway of emotions as the period of adolescence. The youth himself does not know or understand himself. He seems pressed and impelled by a mighty power from without. The reins of a new life are flung into his hands, and alas! too often no one stands by to aid him guide his fiery chariot. This is the age of the beginning of lofty aspirations, of yearnings to sacrifice one's self for something noble and true."

To prove my proposition, and to suggest some valuable reading on the subject of adolescence, let me quote the following from the same article in the *Review*:

"Literature has not been silent as to the distinctive character of this period. Witness the following, most of which have

been instanced by Dr. Burnham: Rousseau's *Confessions*, Marie Bashkirtseff's *Diary*, Jefferies' *The Story of my Heart*, Tolstoi's *Confessions*, *The Story of an African Farm*, Longfellow's *Excelsior*, George Elliott's *Maggie Tulliver*, with her 'wide, hopeless yearning for that something, whatever it was, that was greatest and best on earth' and her 'volcanic upheavings of imprisoned passion.' Of Gwendolen, Harleth Clouston says: 'From the time when at the gaming table Gwendolen caught Deronda's eye, and was totally swayed in feeling and action by the presence of a person of the opposite sex whom she had never seen before; playing not because she liked it or wished to win, but because he was looking on, all through the story till her marriage there is a perfect picture of female adolescence.' "

Under this new stamp of pedagogical currency we are also to learn of this age that "The larynx enlarges. The bridge of the nose grows out. The heart increases in size. In man the shoulders broaden, the muscles harden and the beard begins to grow." This is a deliverance from the physiological side of the house, and interesting because so new about the larynx and the beard, and practical because it indicates just where to take hold of the boy to shape his growth.

How many old things have been reviewed and relished under the new dress of *concentration*? How we have been spurred to continue old studies by the new current word Herbartianism, and how we have been twice surprised on finding that we were only studying what is in our every-day atmosphere of pedagogical thought as charged by present thinkers who have assimilated and reconstructed in more perfect form what the vigorous Herbart did generations ago! Still does any one doubt the value of the new movement, even while admitting that it is a study of a cruder pedagogical doctrine than the standard set up many times by modern writers? No matter if words do precede ideas, if they stimulate to the ideas which they precede. Laugh at it as we will, we grow by fads and fashions.

THE TEACHER THE PUPIL'S IDEAL.*

The teacher must have certain fundamental qualities, one of which, that of professional spirit, has been discussed in a former number of *THE JOURNAL*. I wish now to explain and emphasize the idea that the teacher must be the ideal of the pupil—must be so to be a teacher. To teach is to cause the learner to move toward the realization of his ideal; it is a process of securing unity between the pupil's ideal and his real self. In teaching the tension between the two selves is made as strong as possible, and yet as constantly relieved. Constantly relieving the tension which is constantly renewed by setting up higher ideals is the work of the teacher.

Every individual may instruct himself, be pupil to himself as teacher; but by the substitution of one more perfect than himself, farther removed from his real self, the tension between the ideal and the real is much greater, and, therefore, progress becomes more rapid. Now in the process of education the teacher stands for the unattained self of the pupil. Unless the teacher is the better self of the pupil he is not a teacher. Teaching, in its fundamental aspect, is not a process of going through the thought of the lesson with the pupil, but that of constant readjustment to the advancing potential self of the pupil, to the next best possible thought, impulse, and resolution of his growing life. In the very nature of the teaching process there must be identification of the teacher's life with that of the pupil's. In this process the teacher is the advancing ideal of the pupil, and by the tension thus set up draws the pupil unto himself, which is also the pupil's self.

This is not true simply in a general and abstract way; for in every detail of teaching the teacher must, in the very nature of the process, adjust himself, his thought, his feeling, his life, to what the pupil ought next to become. The teacher is not merely the remote and unattainable ideal of the pupil, but, in the act of teaching, becomes the very near and present help to the next immediate good. The remote end is realized by a constant descent of the ideal into living touch

*Most of this prepared for a chapter in "School Management."

with the real. Hence the teacher, to be a teacher, must be the advanced realized ideal of the pupil. It is not sufficient for the teacher to set up imaginary ends and theories for realizing them in the pupil; he himself must be the realized end. It is scarcely worth while for the teacher to set up as an end in the pupil the formation of correct habits and forms of thought without having realized them in himself. A teacher who is not able to think with scientific patience and precision can not train to such patience and precision. The unifying grasp of thought can be made firm only by him who has such grasp. Truth loving can be cultivated only by him who is a truth lover. Strength, harmony, and beauty of character spring only from the touch of him whose character is strong, harmonious, and beautiful. The teacher's qualification is the teacher himself; and this must be taken in no remote way and as mere example; but in the sense of intimate fusion of his life current with that of the pupil.

This introduces a distinction which further emphasizes the law of the pupil's ideal in the teacher, the distinction between conscious and unconscious tuition. The teacher, by conscious plan and immediate effort, by definite and formal instruction, draws the pupil into his own more perfect thought and life; but much of the influence exerted by the teacher is unconscious and without forethought, an influence, indeed, which plan and purpose would certainly defeat. So susceptible are we to the silent influence of others that we are supposed to be permanently changed in passing another on the street. We do know, both by experience and observation, that the mysterious alchemy of influence works with marvelous power on the young who are in the continual presence of those whom they admire. Pupils instinctively copy the teacher, even to the fault of mannerisms; from which and all other defects of manner and life, therefore, the teacher should be free. But the pupil assimilates, as well, the beautiful traits and the wholesome spirit, which like a fragrance fills the air about noble minded and warm hearted men and women. Not so much by the fixed and hard grooves of instruction, as by the silent worship of the heart does the child flower into beautiful life and ripen into worthy manhood or womanhood. Every teacher should be to his

pupil what the Great Stone Face, in Hawthorne's story by that title was to Ernest. When a child living in the valley among the mountains, Ernest's heart was touched by the beautiful and benign soul expressed in the Great Stone Face. He was told of the prophecy of the coming of the man whom the face typified. From Ernest's childhood to his old age renowned characters came to the valley, heralded, each in succession, as the man of prophecy, but in each case Ernest shook his head in doubt and hung it in sadness. "Will he never come?" asked Ernest, and patiently waited and worshipped in silence. Late in life he thought he had surely found the man in the poet who had arrived, and whose words Ernest had pondered. But not so; yet the poet had the insight to discern the long sought man. Ernest with face illumined by the setting sun and the radiance of eloquence as he addressed his little congregation against the mountain-side stood transfigured by the life he had so long idealized in the Great Stone Face. This man of prophecy was Ernest himself. He had grown to be what he had worshipped and prayed for in another.

A reformed convict, some twenty years after his release, thanked the good priest for the start he gave him on leaving prison. The priest asked him what he had said. "Ah! it was not what you said; it was the touch." The story has it that an eaglet hatched with a brood of goslings, unconscious of its eagle nature, kept to earth with its unnatural mates till an eagle hovering over swooped down upon it and touched it into the triumphant life of the free upper air.

Thus by the admiration and worship of a superior life does the pupil realize the worth and beauty of that life. The closest and most precise method of instruction does not measure the teacher's responsibility. After all the pupil may continue to walk on earth among earthly things unless quickened by a touch from the hovering spirit in the higher life.

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

GRAMMAR LESSON.(PARTS OF SPEECH.)

The words we are to examine in this lesson and those we examined in the last lesson, are the italicised words in the following sentence. "*Washington ate heartily*, but was no *epicure*. *He took tea* of which he was very fond, early in the evening.—Irving."

It will be remembered that we had placed in one column *all* the words denoting objects and in another those that do not denote objects. We studied those denoting objects and found that they did so in *two* ways, (1) by naming them (noun), (2) without naming them (pronoun.)

Our purpose in this lesson, is to examine the words in the other column to see what different uses they have in our sentence. The differences sought for are fundamental. To say that the word *ate* expresses an act of eating while the word *took* expresses an act of taking would be to spend time on an unimportant difference. Should a pupil make such an observation, it might be accepted as a difference but not one upon which we could make a classification, so it would be dropped kindly, by the teacher and a search for a more fundamental difference would follow by the pupil. The teacher must lead—that is what he is there for. The ways in which he may do so are as numerous as the sands of the sea.

Now the teacher knows that his pupils must see that some of these words express attributes while others do not, also that among those expressing attributes there are those that express attributes thought of as belonging to objects while others express attributes thought of as belonging to other attributes also that others in addition to expressing attributes thought of as belonging to objects show that the attribute is *asserted* of its object. The question for every teacher is "What can I do with these pupils to have them experience all this?" It would be easy to tell them that it is thus and so, but this would not arouse the mental activity that will produce the

most growth. With these ideas in mind, the teacher proceeds to lead his pupils about as follows:—

T. What is the use of the word *ate*?

P. It expresses an action of Washington and shows that the mind has asserted this act.

T. Is this action an attribute of the object Washington?

P. Yes, sir.

T. What does the word *heartily* do?

P. It expresses an attribute of the act of eating.

T. Do both these words express attributes?

P. They do. T. See if you can find others that express attributes. (It will be remembered that these pupils have made a study of attributes.)

They readily placed in the class of words expressing attributes, the following:—*ate, heartily, took, very, fond, early.*

Some one remarked that we have disposed of all the words but one—*was*.

T. Why did you not include it?

P. It could not come in for it does not express an attribute.

T. Then we shall have to leave it out or else change our terms of admission. But let us hold to what we have awhile. We have agreed that all the words in this list express attributes. Now, let us see what each expresses an attribute of.

Some one said awhile ago that the word *ate* expresses an attribute of the *object* Washington while the word *heartily* expresses an attribute of the act of eating. Now this action is itself thought of in our sentence as an attribute. So we have a word here expressing an attribute of an attribute.

Now in what are *ate* and *heartily* alike?

P. They both express attributes.

T. And by this likeness they are united into one class. How do they differ?

P. *Ate* expresses an attribute of an *object* while *heartily* expresses an attribute of an *attribute*.

T. So then when we think of this difference we think them into two classes. Now let us look at our attribute words and place them in two classes,—those that express attributes of objects and those that express attributes of attributes.

This was easily done. The "grammar" did not bother them, because their attention was not centered on what any grammar "says."

The classification was made by the pupils and was as follows:—word expressing attributes of objects,—*ate, took, fond*; those expressing attributes of attributes, *heartily, very, early*.

T. Now let us look at our class expressing attributes of objects. Is there any difference in the way they express these attributes?

P. *Ate* and *took* assert their attributes while *fond* does not assert its attribute.

T. Very good. Now examine the little word *was* that was left out in the cold awhile ago and see if it is like any of these we have just examined.

P. Oh, yes, it asserts; but it cannot express an attribute so it has the word *fond* to do that in this sentence.

T. Now suppose we make a class of words that assert, could we admit *was*? P. We could.

T. You remember as a matter of convenience we often name things. Instead of saying the pupil in the last seat but two of the last row but one, we say Mary. Instead of saying that *Washington* belongs in the class of words that denote objects by naming them, we say it is a noun; instead of saying that the word *which* is one of those words that denote objects *without* naming them, we say it is a pronoun.

Now, these words that assert, we call verbs. Those that express attributes of objects without asserting them we call adjectives. Those that express attributes of other attributes we call adverbs.

In your next preparation you may give illustrations of each of the above and try to find some words that cannot be put into any class we have yet made.

ARBOR DAY PROGRAM.—MARCH 22.

(Place the following selections on the blackboard.)

"The groves were God's first temples."

"Heaven and earth shall help plant a tree,"
And its work its own reward shall be."

"Plant trees for beauty, for pleasure, for health,
Plant trees for shelter, for fruitage and for wealth."

1.—SONG.

[AIR—"Auld Lang Syne."]

The winter storms have passed away,
 And spring-time now is here
 With sunshine smiling all around,
 And heavens blue and clear.
 The gifts of nature brighten earth,
 And make her gardens gay,
 They give a cheery greeting bright
 On this, the Arbor Day.

The flowers have risen from their sleep,
 And decked in garments gay,
 They lift their smiling faces bright
 On this, the Arbor Day.
 They shed forth all their fragrance rare,
 And loving tribute pay,
 And give of all their little wealth
 On this, the Arbor Day.

WHAT THE POETS SAY - - - - For six pupils

1. "A song to the oak, to the brave old oak,
 Who hath ruled in the greenwood long;
 Here's health and renown to his broad, green crown,
 And his fifty arms so strong." —*Chorley*.
2. The birch, the myrtle and the bay,
 Like friends did all embrace;
 And their large branches did display
 To canopy the place. —*Dryden*.
3. Fair tree! for thy delightful shade
 'Tis just that some return be made.
4. When our wide woods and mighty lawns
 Bloom to the April skies,
 The earth has no more gorgeous sight
 To show to human eyes. —*Bryant*.
5. It never rains roses; when we want more roses we must
 plant more trees. —*George Eliot*.
6. No tree in all the grove but has its charms
 Though each its hue peculiar. —*Cowper*.

7. RECITATION - - - - A Joke

Mr. Chipmunk found some acorns
 In the wall: "Ho! ho!" said he,
 "I'll not tell my little wife,
 She *does* eat so greedily."

So he took them from his pockets,
 Hid them safely in the dark:
 Then sat a moment, blinking,
 On a bit of fallen bark.

Mr. Chipmunk came to dinner
 Next day, without his wife;
 Cried, "Now where *are* those acorns?
 I can't think to save my life!"

Then the little acorns laughed
 Till they split their sides with glee;
 "Ha! ha! *he'll* never find us,
 We shall each become a tree." --Annie Chase.

8. ESSAY - - - - - Historic Trees

RECITATION—Planting Trees - - - For Three Boys.

9. If we are all to choose and say
 What trees we'd like to plant to-day,
 Seems to me none can be
 Half so good as a Christmas tree!
 For surely even a baby knows
 That's where the nicest candy grows.
 Candy on a Christmas tree!
 That's what pleases me!

10. Planted out 'twould never bear —
 But after all why should we care?
 The richest thing is what we bring,
 From sugar-maples in the spring.
 So now I'll set a maple here,
 For feast and frolic every year.
 Sugar from a maple tree!
 That's what pleases me!

11. I shall plant an apple tree,
 That's the best of all for me;
 And each kind to suit my mind
 On this one with grafts I'll bind,
 Ripe or green, the whole year through,
 Pie or dumpling, bake or stew,
 Every way I like 'em best,
 And I'll treat the rest.

—Youth's Companion.

12. READING - A Sermon from a Thorn Apple Tree.

I want to tell you about my thorn-apple tree. It came up by the gate, where it gets the drip from the watering-trough; that's what made it grow so strong and handsome. Every year it is just as full of blossoms as the apple trees, and you

knows what it bears—little red, seedy berries, good for nothing at all, so I used to think. But one year I took notice, as I had never done before, how the squirrels came to eat the seeds in the fall, and how the bluejays and the winter birds seemed always to find something there for a breakfast, and I came to love that thorn-apple and enjoy it more than anything else. I call it my preacher, and whenever I look at it I think the Lord wants thorn-apples as well as pippins. He sets a good many of His children to feeding birds and squirrels, and I am thankful every day that He lets me grow the blossoms, and feed His birds.—*Emily Huntington Miller.*

13. CONCERT EXERCISE - - - Whole School.

Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree is more than all.

For he who blesses most is blest;
And God and man shall own his worth,
Who toils to leave as his bequest
An added beauty to the earth.

—*Whittier.*

14. RECITATION. - - - The Tree.

The tree's early leaf-buds were bursting their brown.
"Shall I take them away?" said the frost sweeping down,
"No; leave them alone
Till the blossoms have grown,"
Prayed the tree, while he trembled from rootlet to crown.
The tree bore his blossoms, and all the birds sung.
Shall I take them away?" said the wind as he swung.
"No; leave them alone
Till the berries have grown."
Said the tree, while his leaflets quivering hung.
The tree bore his fruit in the midsummer glow.
Said the child, "May I gather thy berries now?"
"Yes; all thou canst see;
Take them; all for thee,"
Said the tree, while he bent down his laden boughs low.

—*Bjornstjerne Bjornson.*

15. SONG

[AIR—"The Morning Light is Breaking."]

I love to watch the shadows
That play o'er hill and plain;
I love the grassy meadows

The fields of golden grain;
 I love the birds and flowers
 But better far than these
 I love the shady bowers
 Of friendly forest trees.

16. RECITATION.

Three Trees

The pine tree grew in the wood,
 Tapering, straight, and high;
 Stately and proud it stood,
 Black-green against the sky.
 Crowded so close, it sought the blue,
 And ever upward it reached and grew.

The oak tree stood in the field,
 Beneath it dozed the herds;
 It gave to the mower a shield,
 It gave a home to the birds.
 Sturdy and broad, it guarded the farms,
 With its brawny trunk and knotted arms.

The apple tree grew by the wall,
 Ugly and crooked and black;
 But it knew the gardener's call,
 And the children rode on its back.
 It scattered its blossoms upon the air,
 It covered the ground with fruitage fair.

"Now, hey," said the pine, "for the wood!
 Come, live with the forest band.
 Our comrades will do you good,
 And tall and straight you will stand."
 And he swung his boughs to a witching sound,
 And flung his cones like coins around.

"Oho!" laughed the sturdy oak;
 "The life of the field for me.
 I weather the lightning stroke;
 My branches are broad and free.
 Grow straight and slim in the wood if you will,
 Give me the sun and a wind-swept hill."

And the apple tree murmured low;
 "I am neither straight nor strong;
 Crooked my back doth grow
 With bearing my burdens long."
 And it dropped its fruit, as it dropped a tear,
 And reddened the ground with fragrant cheer.

And the Lord of the Harvest heard,
 And he said: "I have use for all;
 • For the bough that shelters a bird,
 For the beam that pillars a hall;

And grow they tall, or grow they ill,
They grow but to wait their master's will."

So a ship of oak was sent,
Far over the ocean blue;
And the pine was the mast that bent,
As over the waves it flew;
And the ruddy fruit of the apple tree
Was borne to a starving isle of the sea

—Charles H. Crandall.

EDITORIAL.

THE Indiana Journal for Indiana teachers.

PLEASE do not send payments in *checks*, as it costs the editor from 10 cents to 20 cents each, to make collection.

ON another page will be found the report of the treasurer of the State Teachers' Association which came too late for the February issue owing to circumstances over which the treasurer had no control.

RUSKIN'S ESSAYS, edited by Mrs. Lois G. Hufford is the basis for the examinations on literary work, for February, March and April. This is the book adopted by the Reading Circle Board, and is well worth a careful study.

SUPR. T. J. CHARLTON, of the Reform School for Boys, will print in pamphlet form the list of members of the late State Association with their addresses and will send a copy to each member. As there are two blank stubs, there are therefore two persons who paid membership dues who will not get the proper credit. If any one who paid does not get the list of names he should write to Professor Charlton at Plainfield.

MRS. FLORENCE MARKLEY, a teacher in the Wabash schools, recently read a paper urging the teaching of scientific temperance in the public schools. She made a strong plea for formation as against reformation. It is much easier to help the child in the formation of right habits than it is to reform him after the bad habits have been formed. The JOURNAL heartily endorses the idea that the most effective temperance work can be done through the children. And this can be done best, not by having them make pledges, but by teaching them the evil effects upon body and mind and then training them into the habit of self-control.

THE NATIONAL ASSOCIATION.

Indiana teachers should bear in mind that the National Association meets this year at Denver, Col. This is not far from Pike's Peak and within reach of some of the finest mountain and canon scenery on this continent. Cheap excursions will be arranged to Pike's Peak, Garden

of the Gods, "The Loop," Royal Gorge, Salt Lake City, and all other points of interest in the mountain region. Very low rates have already been promised to California. All railroads have agreed to carry passengers the round trip for a single fare plus \$2. which is the association fee and secures the published proceedings of the association.

The writer has been "state manager" for many years and has never before known so much interest manifested in a national meeting so far in advance. The indications now are that Indiana's delegation will be numbered by the hundreds. Arrangements will be made for state headquarters. In order that the committee may know how large a hotel to secure let every person expecting to go notify the committee at as early a date as possible. D. K. Goss and D. M. Geeting were appointed by the state association to work with the state manager in securing a good representation from this state.

For further particulars see future issues of the JOURNAL and the advertisements of the different railroads or write to any member of the committee.

THE NORTH MANCHESTER UNIVERSITY SCHEME.

The North Manchester University scheme is still before the public, and for the benefit of numerous inquirers we make the following statements:

1. We know nothing whatever about it.
2. We do not know any one who does know anything about it.
3. Pres. Kriebel says that he knows the man who is going to give the million dollars with which to establish the University, and is confident that the money will be forth coming. But no one else knows the man, and the money is not yet in sight.
4. Some preliminary work has been done, some of the departments have been opened and there are now on the ground about two hundred students.
5. There is a project now on foot to change the location to Warsaw. A large tract of land, beautifully located on a lake, has been offered, and a change may be made.
6. A striking feature of this University is to be its Normal School Department. This is to be a post-graduate school, and only men of superior ability are to be employed as instructors. The head of this department has been offered to Arnold Tompkins. He has accepted *on condition* that this department shall be amply and independently endowed. Until the buildings are ready and the endowment made secure he is under no obligation and does not deem it wise to begin work.
7. There is no doubt that President Kriebel believes that he will get his money, but the mystery that has been thrown about the project from the beginning, has raised a doubt in the minds of many as to the result.

THE NATIONAL SUPERINTENDENTS' CONVENTION.

The National Superintendents' Convention recently held at Cleveland was the largest in its history of over twenty years. It was the first ever held west of the Alleghany mountains. It was the universal opinion that it was one of the best ever held. Many of the subjects discussed are of general interest and so, many college and normal school men attend these meetings.

The subject that aroused most interest and elicited the liveliest discussion was "The Correlation of Studies"—(Report of the Committee of Fifteen)—by W. T. Harris, Commissioner of Education. Dr. Harris is easily the leading educational thinker of this country and of course presented a strong paper. He is not yet ready to accept the Herbartian theories in regard to concentration and coordination. The three men appointed to discuss Dr. Harris' report were Frank McMurry, the author of the reading circle book to be used next year, Charles De Garmo, the author of the book used last year, and Francis W. Parker, whom everybody knows. These are all men of ability and all believe in Herbart and correlation. These men all attacked Mr. Harris' report vigorously. Following them were many other speeches, some attacking and some defending the report. Finally Mr. Harris was called upon to close the discussion. To say that he was able to take care of himself is putting it mildly. He may be in error but if so his opponents failed to establish the fact. The discussion lasted the entire forenoon, was profound, exciting and highly instructive. By many it was termed the battle of the giants.

Another subject that was of general interest was "Individualism in Mass Education." The subject was presented by P. W. Search, superintendent Los Angeles, Cal. Mr. Search has recently left Pueblo where he has made a reputation for himself by advocating individual as opposed to class or mass instruction. His paper was by no means a strong one, but it aroused a lively discussion. Two of the men appointed to discuss the paper were L. H. Jones and R. G. Boone, well known to Indiana teachers. They both took exceptions to the paper and insisted that class instruction well managed will secure the best possible results. They insisted that the stimulus of child mind with child mind is invaluable and that a skillful teacher can secure better individual work in class than to take the child alone.

Dr. Bryan, of Indiana University, read a paper on "Child Study" which was highly praised. Miss Cropsey and Miss Nicholson of Indianapolis, were both called upon for speeches in discussions and acquitted themselves with credit.

Indianapolis came near securing the convention for next year but lost it by a small margin. It will go to Jacksonville, Fla. Lewis H. Jones was elected president.

The following named people composed the Indiana delegation: J. A. Carnagey, Columbus; W. H. Hershman, New Albany; J. F. Knight, LaPorte; J. W. Carr, Columbus; W. R. Snyder, Muncie; Edward Boyle,

Michigan City; W. P. Burris, Bluffton; B. F. Moore, Frankfort; Edward Ayres, LaFayette; J. W. Hamilton, Monticello; Calvin Moon, South Bend; W. D. Weaver, Marion; W. A. Millis, Attica; R. A. Ogg, Greencastle; W. C. Belman, Hammond; H. G. Woody, Kokomo; W. L. Bryan, Bloomington; Miss Mary E. Nicholson, Miss N. Cropsey, D. K. Goss and W. A. Bell, Indianapolis; W. N. Hailman, at large.

SCHOOL LEGISLATION.

As we go to press no educational bill has yet become a law. Out of all that have been introduced only one seems absolutely certain to pass and that is the one providing that the incoming trustees shall elect the next county superintendents. The probability is that the term of the present incumbents will be extended to September 1st, so as not to make the change in the midst of institute season. The educational committee recommended that the term of the present superintendents be extended one year and then that superintendents be elected for four years but the politicians can't wait. At present about three-fourths of the county superintendents are Democrats and when the new trustees have done their duty(?) about three-fourths of them will be Republicans. The Republicans have followed the unwise example of the Democrats in carrying educational matters into a party caucus.

The Democrats made the school book law a subject of caucus and for this reason it has been deemed a partisan law, which Democrats must defend and Republicans must attack, regardless of its real merits. The Republicans now have the majority and propose to supplant the present law with a free text-book law. If this is done because the free text-book system is best for the children of the state so let it be, but if it must be done as a partisan measure, it should wait. The JOURNAL wishes to repeat what it has often said before, that educational matters should not be dragged into partisan politics.

There is danger that the state tax for school purposes will be reduced to eleven cents.

PATRIOTISM.

The National Council of Women which was in session at Washington Feb. 22, gave a forenoon to the discussion of patriotism and how to teach it. Kate Brownlee Sherman of Ohio, read the report of the committee on patriotic teaching. She then discussed the influence of patriotism in founding and preserving free institutions. She said in part: "Patriotism does not reach its highest form on the battle-field when the trumpets blare and the cannons roar and the general cry is 'Forward!' Splendid is the patriotism that leads a man to die for his country in the forefront of battle, but splendid beyond human speech to depict is the patriotism that leads to the martyr's stake, to the death of humiliation, defeat and the reproach of men. She who leads a temperance crusade is nobler than he who wrenched Jerusalem from the

Saracens. He who founds a school is greater than he who builds an armory. A free kindergarten that teaches the use of eye, hand, and fertile brain is better than a mission that distributes alms. A national training school of industrial arts would do more for popular advancement in a decade than West Point has done in all the years of its existence."

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR FEBRUARY.

PHYSIOLOGY.—1. Describe the organs of the abdominal regions and state their functions.

2. Describe the act of breathing and the organs taking part.

ENGLISH GRAMMAR.—1. What are the objects of the study of English grammar?

2. To what kind of objects may the relatives, who, which and that, be respectively applied. Give sentences to show this.

3. State the advantages and disadvantages of diagramming.

4. Correct, giving reasons:

(a) Each of the candidates were allowed another trial.

(b) I offered to let you and he divide it between you.

5. "To be or not to be, that is the question." Explain the use of that.

6. Write sentences illustrating the uses of the participle as follows: (a) subject; (b) substantive predicate; (c) indirect object; (d) object of preposition. Designate.

7. Write the corresponding singular or plural forms of the following: Man, women, father-in-law, medium, gymnasium, data, dice.

8. What is meant by the absolute construction? Why is it called absolute? Give an example of a noun or pronoun in the absolute construction.

9. What distinctions of thought are expressed by the case of nouns and pronouns?

10. Analyze: "Whatsoever ye would that men should do unto you, do ye even so unto them."

UNITED STATES HISTORY.—1. Relate the story of the discovery and naming of Florida. When and how did it become a part of the territory of the United States?

2. Relate briefly the causes of the war of 1812, laying stress on the chief cause and name three results of the war that were favorable to the United States.

3. Why did many of the people oppose the adoption of the Constitution of the United States? Who was one of the strongest advocates of its adoption?

4. Which was the first state admitted to the Union? Which the last? Name the remaining territories.

5. Name the Governor, Lieutenant-Governor and Superintendent of Public Instruction of the State of Indiana. Are they elected or appointed to office? What is the length of the term of service of each?

6. Give a brief sketch of the life and writings of Oliver Wendell Holmes.

RUSKIN'S ESSAYS.—1. Discuss under the following heads the relation between the employer and the employed:

1. Master and servant.
2. Commander and his soldiers.
3. Manufacturer and his workmen. 60

2. What does Ruskin say concerning inequalities of wealth.

3. In what does Ruskin consider a nation's true wealth to consist?

4-5. Discuss, "The real value of wealth depends on the moral sign attached to it."

GEOGRAPHY.—1. What is the relation of the north star to the earth? What use can be made of the north star in teaching geography?

2. To what extent should field excursions be made use of in teaching geography? What advantages are derived from them?

3. Describe the "world ridge" or great continental divide.

4. Name and describe the common varieties of soil. What is the origin of soils?

5. Describe the course and peculiar features of the Nile river.

6. Why is it warmer in Indiana in July than in January? Explain fully.

7. What are the causes of deserts? Illustrate by examples.

8. Draw an outline map of the United States and indicate approximately the dividing line between high United States and low United States. Write on the map the chief occupation of the people in each division.

9. Name and locate the principal portions of the British Empire.

10. What did the North American ice sheet contribute to the natural features and resources of Indiana?

(Answer No. 8 and seven others.)

SCIENCE OF EDUCATION.—1. Define sense perception.

2. What relation to general education has the cultivation of the senses?

3. What use would you make of the senses in teaching geography?

4. What training of the ear is necessary to good modulation and expression in oral utterances?

5. What kind of reasoning is mainly employed in the study of arithmetic?

6. From the standpoint of psychology, why is it important to do considerable dissecting in studying physiology?

7. Define attention.

8. Name some of the important conditions of attention.

(Answer any six.)

ARITHMETIC.—1. Find G. C. D. 324, 486, 1431.

2. When wheat is worth 75 cents a bushel a baker's loaf weighs 9 ounces. What should it weigh when wheat is 60 cents a bushel?

3. A certain government map is drawn to a scale of 3 miles to the inch; how long a line will represent one side of a square farm containing 160 acres?

4. A man sold 6 horses at \$150 each. On one-half he gained 30%, on the other he lost 20%. Did he gain or lose, and how much?

5. How does it affect a ratio to add the same number to both terms? Prove your assertion.

6. A certain farm has two of its four sides parallel and two of its sides are not parallel; the distance between its parallel sides is 75 rods, the length of its parallel sides is 80 and 110 rods respectively. How many acres does it contain?

7. Which is more advantageous for me to buy, molasses at \$24 a hogshead cash, or for \$25 a hogshead on 6 months credit, money being worth 6%?
(Any six.)

READING.—

"Scaling yonder peak,

I saw an eagle wheeling near its brow,
O'er the abyss. His broad, expanded wings
Lay calm and motionless upon the air,
As if he floated there, without their aid,
By the sole act of his unlorded will,
That buoyed him proudly up. Instinctively
I bent my bow; yet kept he rounding still
His airy circle, as in the delight
Of measuring the ample range beneath
And round about; absorbed, he heeded not
The death that threatened him. I could not shoot—
'Twas Liberty! I turned my bow aside,
And let him soar away."—James Sheridan Knowles.

- | | |
|--|----|
| 1. Define abyss, unlorded, buoyed, airy, and ample. | 10 |
| 2. What is the significance of coupling the eagle with liberty? | 10 |
| 3. How would you proceed to teach this selection to a class? | 20 |
| 4. What questions would you submit to a class to study? | 20 |
| 5. What reasons did the author have to justify him in characterizing William Tell in this way? | 10 |
| 6. Read the stanza to the superintendent. | 30 |

ANSWERS TO PRECEDING QUESTIONS.

RUSKIN'S ESSAYS.—1. All right relations between master and servant, and all their best interests, ultimately depend on the affection that each owes the other. The true servant serves his master truly and is not nicely particular in regard to the amount of service rendered in a given time; if the interests of his employer demand, the true servant, regardless of the number of hours it takes, will exert himself

earnestly and cheerfully in caring for those interests without the thought of extra pay. On the other hand the true employer looks diligently after the comfort and prosperity of his servant. He does not treat him as he would treat an engine, whose motive power is steam, but as a human being, whose motive power is a soul.

The commander of soldiers should care for them as he would for his family; as far as possible he should have a personal interest in the comfort of each individual. In sharing their trials and their discomforts he will unite their feelings into a sincere affection for himself, and by this means be able to develop the full strength of his men. This can be done effectually on a selfish principle.

Really, the relations between manufacturers and workmen should be of the same unselfish and brotherly nature as that previously mentioned as being the true kind that should exist between master and servant, and commander and soldier; but, in fact, between manufacturer and workman such a relation exists in a less degree than that which we find in any other kindred case. As Ruskin truly says, "It is not easy to imagine an enthusiastic affection among the cotton spinners for the proprietor of the mill." This condition of affairs is found throughout the world and presents to humanity the most momentous question of modern times,

2. The art of becoming "rich," in the common sense, is not absolutely nor finally the art of accumulating much money for ourselves but also contriving that our neighbors shall have less. Inequalities of wealth, unjustly established, have assuredly injured the nation in which they exist during their establishment; and, unjustly directed, injure it yet more during their existence. But inequalities of wealth justly established benefit the nation in the course of their establishment; and nobly used, aid it yet more by their existence. (See Ruskin, page 137.)

3. Ruskin considers a nation's true wealth to consist in the largest possible number of healthy, happy noble men and women. (See pages 113 and 147.)

4.—5. "It is impossible to conclude, of any given mass of acquired wealth, merely by the fact of its existence, whether it signifies good or evil to the nation in the midst of which it exists. Its real value depends upon the moral sign attached to it, just as sternly as that of a mathematical quantity depends on the algebraical sign attached to it." Wealth, acquired by questionable or dishonest means, can never really benefit the possessor; for clustering around such wealth are conditions, circumstances and limitations that more than negative all the advantages that one might otherwise gain. The thief that runs away to a foreign land with his ill-gotten gains, is as completely barred from all the privileges that he holds dear as if he were behind the bars at home.

ENGLISH GRAMMAR.—1. We study English grammar that we may become acquainted with the principles governing the formation of words, phrases and sentences; that we may learn to recognize and us

correct language; and that we may become familiar with those forms of expression that have become established by the usage of the best writers and speakers.

3. Diagramming helps to impress upon the mind the nature of the relations existing among the words, etc., and in many instances brings about thoroughness in the investigation of the sentence. Some pupils to whom grammar and analysis are distasteful, are led, through diagramming, to have an absorbing interest in the structure of the English sentence.

Diagramming is often turned to a disadvantage by the teacher's allowing the pupil to become impressed with the idea that the diagram is the central feature, the thought being regarded as subordinate; and time is often worse than wasted over the discussion of the proper way of placing a certain line.

5. The use of "that" is kindred to that of an appositive. It may be considered a pronominal adjective.

6. (a) *Running* races is a pleasant exercise. (b) Seeing is *believing*. (c) He gave *singing* solos his chief attention. (d) She does not believe in diagramming sentences.

8. By the absolute construction is meant that independent phrase whose basis is a noun modified by a participle; as, "The *cars* having left, we departed;" "cars" is said to be in the nominative independent case before a participle, or in the absolute case. The noun "cars" is absolved from any governing influence.

9. The nominative is the naming case and brings the name of the thing before the mind as a subject of thought; the possessive case is used to denote ownership, authorship or kind; the objective case denotes that on which the action or meaning expressed by the verb terminates, or that towards which the mind is directed by an action or a relation.

10. This is a complex sentence. The principal proposition is, "(Ye) do even so to them (that)"; "that" is the object of "do" and the antecedent of "whatsoever," which is the object of "should do;" the subordinate proposition is, "Ye would that men should do whatsoever to you," a complex clause, of which "ye would" is the principal part, the remainder being the subordinate part, a clause used as an object; it is governed by "would" which is here equivalent to "wish" or "desire."

HISTORY.—2. The causes of the war of 1812 were (a) the impressment of American seamen; (b) violation of neutral rights on the American coast by the British cruisers; (c) the British "Orders in Council," and the inciting the Indians against the United States. The first mentioned was the chief cause. Some of the results that were favorable to the United States were (a) the cessation of the impressment of American seamen; (b) the development of a body of excellent young soldiers; (c) the demonstration of the power of the United States on the sea; (d) the development among the people of a proper conception of a national government.

3. Because they feared that it gave the national government too

much power. Benjamin Franklin was one of the strongest advocates of its adoption. Other strong advocates were Washington, Madison and Hamilton.

4. The first state admitted was Vermont in 1791; the last was Wyoming in 1890. The territories remaining are Utah, New Mexico, Arizona, Oklahoma and the Indian territory. Alaska might also be mentioned.

5. Of Indiana the Governor is Claude Matthews; the Lieutenant-Governor is Mortimer Nye; the Superintendent of Public Instruction is Hervey D. Vories, soon to be succeeded by D. M. Geeting. The term of the latter office is two years; of each of the two preceding, four years. All are elected to office by the qualified electors of the state.

GEOGRAPHY.—1. The north star is that star which is almost in line with the axis on which the earth turns. The star is used as a basis from which to determine the cardinal points; also, the latitude of a place may be determined by noting the height of the star.

2. One or two field excursions per year could be made with advantage, provided the teacher is wise and tactful, and understands what and how to do.

The advantages derived from such an excursion are (a) the putting of children in close contact with nature; (b) the strong impressions received by the children from the study and observation of the real objects themselves; (c) the help given to the mind in interpreting properly the text-book information upon the subject.

6. Because, in January, the rays of the sun strike on the portion of the earth's surface more obliquely than they do in July; and the solar energy of a single ray expends itself on a greater surface when striking the earth obliquely than when striking it vertically; besides, there is some loss of heat due to obliquity of direction, and increased absorption in the upper layers of the atmosphere.

7. Deserts are caused by lack of moisture; as in the case of the Great Sahara, the Desert of Gobi, etc.

10. Glacial drift in which are gravel, sand, clay and worn and rounded boulders. (See Complete Geography, "State of Indiana," page 2.) The northern third of the state owes its levelness to the glacial drift.

SCIENCE OF EDUCATION.—1. Sense-perception is the act of gaining knowledge of the external world through the senses.

2. If the senses are not cultivated the education of the individual will be very limited. We may see things and yet not see them; touch things and yet get no definite ideas, etc. By cultivating the senses, we enable them to gather in a vast amount of knowledge which would otherwise be forever outside the field of intellectual vision.

3. Train them to become skillful in determining color, form, size, distance, direction, etc.

4. A training in listening to sentences or expressions illustrative of the various kinds of tones, inflections, and shades of feeling a training;

that will enable one to detect a natural from an unnatural tone or expression; that will enable one to understand and express the difference between a rising and a falling inflection.

5. Deductive reasoning.

6. Because of the great value of objective illustration and sense perception. Seeing and handling the parts are necessary to an accurate knowledge of them.

7. Attention is the active self-direction of the mind toward any object external or internal—the power of self to focalize his effort.

8. Interest; freedom from distracting influences; whatever occasions strong emotions of pleasure or pain; objective illustrations; variety; novelty; etc.

ARITHMETIC, 2. Answer, $11\frac{1}{4}$ oz.

3. The side of a square field of 160 is $\frac{1}{2}$ mile; if 1 in. represents 3 miles, $\frac{1}{2}$ mile will be represented by $\frac{1}{6}$ in.

4. On one sale, 130 per cent. = \$450, or 100 per cent. = \$346.15+; on the other sale; 80 per cent. = \$450, or 100 per cent. = \$562.50; $\$346.15 + \$562.50 = \$908.65$; total cost; total sales = \$900; he therefore lost \$8.65.

5. It increases its value; the value of 1:2 is $\frac{1}{2}$; adding 3 to each term we have 4:5, the value of which is $\frac{4}{5}$, which is greater than $\frac{1}{2}$.

6. Answer, $44\frac{1}{3}$.

7. The present worth of \$25, due 6 months hence, money being worth 6 per cent., is \$24.271+; comparing this with the other price, we find the cash offer the better by about 27 cents per hoghead.

READING.—2. The eagle is seen to be typical of liberty when we note its unrestrained action, the unlimited extent through which it may soar and the ease with which it moves.

3. Have the class form a mind picture, as perfect as possible, of the elements set forth in the paragraph; also have the pupils learn something of the habits and nature of the eagle. A knowledge of the entire selection is necessary to a complete understanding of this portion.

4. Questions somewhat like these:—(a) Questions embodying the habits and nature of the eagle. (b) What in this scene is typical of liberty? (c) Why did the person not shoot? (d) What is liberty? (e) Of what is this selection apart? (f) Who was the author and what purpose had he in writing it? etc.

5. William Tell is the Washington of Switzerland according to myths and traditions. His name in Switzerland is the synonym of liberty. (See story of Tell.)

PROBLEMS.

53. Given $xy + zu = 444$; $xz + yu = 180$; $xu + yz = 156$; and $xyzu = 5184$, to determine all the values of x , y , z , and u .

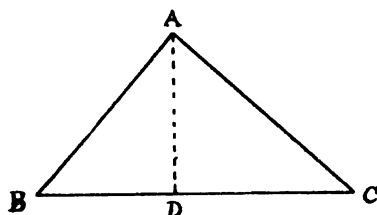
54. A globe 5 in. in diameter is placed in the corner of a room whose walls are at right angles. What is the diameter of another

$AD=10$; $DE=2$; $\text{area}=20$; the side of a square of equal $\text{area}=2\sqrt{5}$; take $AB=1$; then as $AF=2$, $FB=\sqrt{5}$; produce FB its own length to H ; FH is the side of the square desired. $CD=4$, and $DE=2$, hence $CE=2\sqrt{5}$, and triangle $CDE=\text{triangle } FGJ$. The parts of the square are now easily recognized and put together.

The solution by Michael Zinkan was very similar to the above.

PROBLEM 49.—A's playing : B's playing :: 9 : 6; or as 3 : 2; or as 48 : 32, A's playing : C's playing :: 16 : 9; or as 48 : 27, Therefore, B's : C's :: 32 : 27; that is, C would win 27 out of 59, or 54 out of 118.

PROBLEM 50.



Area—600; $600+50=12$; $2 \times 12=24=AD$; let $x=AB$ and $x+10=AC$; $BD=\sqrt{x^2-576}$; $CD=\sqrt{x^2+20x-476}$; $BD+CD=\sqrt{x^2-576}+\sqrt{x^2+20x-476}=50$ from which we get $x=30$; then, $x+10=40$.

PROBLEM 51.— $15 \times 15=225$; it will require 5 stakes on every $6\frac{1}{4}$ sq. ft.; then by proportion $6\frac{1}{4} : 225 :: 5 : 180$, answer. (F. J. Schnarr, Portersville, Ind.)

PROBLEM 52.— $3+87\frac{1}{2}=17\frac{1}{2}$; $3\frac{1}{2}+93\frac{1}{4}=17\frac{1}{4}$; $\frac{1}{17\frac{1}{2}}-\frac{1}{17\frac{1}{4}}=\frac{1}{113\frac{1}{2}}=\212 ; $113\frac{1}{2} \times \$212=\65275 , answer.

CREDITS:—(Where no state is mentioned, Indiana is understood.) 42, Clifford Boas, Vallonia; F. L. Cowger, Battle Ground; 45, H. H. Clark, Odon; 46, L. H. Hamilton, Kniman; 47, Annette Burk, Kelso; 49, L. P. Lesley, Carlos City; 51, F. J. Schnarr, Portersville; 52, R. H. Carter, Washington, Ohio; F. H. Goff, Westport; F. T. Bond, Oaktown (also, 46, 47); Edward Cook, La Paz; F. O. Engleman, Galena; 45, 47, Geo. F. Lewis, Lebanon; 46, 47, Ervin Bryant, Arcadia; 46, 49, Milo Miller, Francesville; 49, 50, Cora R. Weeks, Babcock; Samuel Miller, Lima; 49, 52, Ira H. Drake, Morocco; Aldo Cain, Terre Haute; J. S. Slabaugh, Plevna; M. H. Moffett, Vandalia; James Cline, Smyrna; Moses Wiley, Ft Recovery, Ohio; D. P. Mishler, La Grange; S. S. Cox, Washington; M. B. Guise, Kewanna; August Reifel, Peppertown; 42, 45, 46, Mitchell Baker, Rochester; 49, 50, 52, A. W. Rogers, Lexington; James H. Todd, Galena; T. J. McWilliams, Lynnville; C. H. Noblitt, Eckerty; H. S. Burlingame; J. C. Browning, Brownstown; W. S. Glessner, Herbst; 49, 50, 51, 52, John W. Jarrett, Badger; 45, 48, 49, 50, 52, Michael M. Zinkan, Washington; 49, Maggie M. Thornton, Elkhart; Ed E. Vanscoyoc, Crawfordsville; Gus Francis, Metamora; Chas. C. Tansel, Elizaville; M. A. Seidl, St. Henry; Vincent Barker, Connersville, Edgar Kirk, Big Creek; Chas. Lewis, Pleasant Grove; Chas. S. Sample, Evans Landing; W. H. Miller, Tipton; Yelet Long, Sandborn;

Adna P. Fox, Harrison, Ohio; Frank Morris, Gwynnville; J. A. Miller, Shipshewana; A. E. Snell, Walton; Lock Box. 265, Lima; C. C. Ohmart, North Manchester; W. P., North Vernon; Will Mankey, Carbondale; W. C. Hosman, Akron; Carl Phenix, Whitcomb.

MISCELLANY.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

Program of the Nineteenth Annual Meeting of the Southern Indiana Teachers' Association, to be held at North Vernon, April 4-6, 1895. Thursday, 8:00 P. M., April 4. 1. Address of Welcome—Hon. F. E. Little. 2. Inaugural Address—H. P. Leavenworth, superintendent Mt. Vernon Schools. Friday, 9:00 A. M., April 5. 1. The Teacher—His Qualifications and Power—Edwin S. Monroe, principal high school, Mt. Vernon. Discussion: (a.) S. E. Carr, superintendent Clarke County. (b.) W. L. Morrison, superintendent Scott County. 2. What Makes or Mars the Teacher—D. M. Geeting, state superintendent. 3. Child-Study—Chas. F. Patterson, superintendent Edinburg schools. 4. Appointment of Committees. Friday, 1:30 P. M. 1. Report of the 1894 Committee on Child-Study—Dr. Wm. L. Bryan, Indiana University. 2. Can We Interest the Young in Good Literature?—Miss Helen Sanxay, principal Lower Seminary, Madison. Discussion: (a.) Miss Maud Craig, Jeffersonville. (b.) Miss Janie Deming, principal high school, Shelbyville. 3. Wherein Our System May Be Improved—David K. Goss, superintendent Indianapolis schools. Friday, 8:00 P. M.—2. Industrial Education.—T. J. Charlton, Superintendent Boys' Reform School, Plainfield.

Saturday, 8:00 A. M., April 6.—Science in the High School.—A. C. Yoder, principal high school, Vincennes. 2. Nature Studies in the Grades.—W. H. Hershman, superintendent New Albany. 3. Applied Psychology as Exemplified in the Life of Laura Bridgman—T. D. Aker, principal central ward building, Columbus. 4. Essentials of Pedagogy—A. R. Charman, professor in psychology and methods, State Normal School. 5. Report of Committee. 6. Miscellaneous business.

NOTES.—Papers will be limited to twenty minutes; discussions to ten minutes.

The committee on introduction will consist of A. E. Humke, Vincennes, R. A. Ogg, Greencastle, P. P. Stultz, Jeffersonville, Miss Kittie Palmer, Franklin, Miss Anna Suter, Aurora.

Rates, after the certificate plan, can be secured by Indiana teachers over all railroads in the state.

Indications point to the largest attendance in the history of the Association. Ample provision has been made for the accomodation of all who may attend.

HORACE ELLIS,

Chairman Executive Committee.

H. P. LEAVENWORTH, President.

TREASURER'S REPORT.

JAMES R. HART, in account with State Teachers' Association:

Jan. 1, 1894—	To balance on hand.....	\$103 45	
Dec. 28, “	To cash from members.....	256 50	
“ “	To cash from lecture.....	17 00	
	To cash from Erwin Hotel Co.....	150 00	
	By cash to B. F. Moore, committee ex- penses, Voucher 1		5 20
	By cash to R. A. Ogg, committee ex- penses, V. 2		3 80
	By cash to A. R. Charman, assistant secretary, V. 3.....		3 00
	By cash to T. F. Fitzgibbon, assistant secretary, V. 4.....		5 00
	By cash to W. E. M. Brown, postage, V. 5.....		60
	By cash to W. H. Sims, committee ex- penses, V. 6.....		9 00
	By cash to A. E. Humke, services as secretary and treasurer, V. 7.....		26 25
	By cash to R. I. Hamilton, committee ex- penses and clerk hire, V 8.....		64 00
	By cash to Laura Jones, accompanist, V. 9		5 00
	By cash to E. E. White, lecture, V. 10....		100 00
	By cash to Joseph Swain, telegrams, V. 11.....		1 95
	By cash to Anna Suter, services as secre- tary, V. 12		20 00
	By cash to N. W. Bryant & Co., for use of piano, V. 13.....		3 00
	By cash to Plymouth Church, rent, V. 14		80 00
	By cash to Hall & Co., printing, V. 15....		4 00
	By cash to J. R. Hart, expenses and printing, V. 16		31 29
	By cash to Erwin Hotel Co., expenses of Dr. White, V. 17.....		8 00
	By cash to Central Traffic Association, V. 18.....		17 00
	By cash to P. P. Stultz, assistant secre- tary, V. 19.....		1 00
Feb. 28, 1895—	By cash to J. R. Hart and A. E. Humke, for settling business of association, and making report, including ex- penses, V. 20.....		15 00
	Total receipts	\$526 95	\$526 95
	Total expenditures.....		\$403 59
	Balance on hand.....		123 36
			526 95

NORTHERN INDIANA TEACHERS' MEETING.

The general meetings of the Association will be on Thursday evening, Friday and Saturday mornings April 4-6, in the first Presbyterian Church, South Bend, on the corner of Washington and Lafayette Street. The sections will meet on Friday afternoon.

The programs in detail, as far as reported, are:

THURSDAY, APRIL 4.—Visiting the city schools.

THURSDAY 7:30 P. M.—General Association. Music. Invocation—Rev. Dr. Henry Johnson. Music. Address of Welcome—D. B. J. Schafer, Mayor of South Bend. Response. Music. Address of Retiring President,—B. F. Moore, Frankfort. Inaugural address—President H. G. Woody, Kokomo. Music. Miscellaneous Business. Adjournment.

FRIDAY MORNING 9:00 —Music. Devotional Exercises—Rev. Arthur B. Chaffee. Music. Conference on Elementary Science in the Public Schools led by Prof. Wilbur S. Jackman of Cook County Normal. The conference will last during the morning.

FRIDAY EVENING at 7:30. Music. Lecture—"Color in Nature and in Ornament," Henry T. Bailey, State Supervisor of Drawing, Mass.

SATURDAY MORNING 8:30. Music. Devotional Exercises—Rev. S. B. Town. "Drawing as a Language in Other Studies."—Prof. Henry T. Bailey. Miscellaneous Business. Adjournment.

VILLAGE AND COUNTRY SCHOOL SECTION.

FRIDAY AFTERNOON 1:30. "Popularizing School"—Cadmus Crabill, Lakeville. Discussion led by J. W. Byrer, Bloomingsburgh. "The Relation of the Country Schools to Town and City High Schools"—Elsie Utter, Westville. Discussion led by Robert D. Machan, La Grange. Adjournment.

DRAWING SECTION.

1. Fundamental art principles capable of being recognized and practiced in the work of elementary schools.—Jesse H. Brown, Supervisor of Drawing, Indianapolis, Ind.

2. Drawing in Primary grades.—Miss Cora Ney, 1st grade teacher, South Bend.

3. Art in the school-room—Miss Anna L. McBride, Teacher of Drawing, Elwood.

4. What are the distinguishing characteristics of our present American decorative design?—Miss R. E. Selleck, Teacher of Drawing, Indianapolis.

E. NEWTON RESER,

La Fayette, Chairman.

HIGH SCHOOL SECTION.

PAPER—"The Foundations of Science"—by J. T. Giles, Prin. Alexandria. Discussion by A. H. Purdue, Teacher of Science, Rensselaer. General discussion.

PAPER—"The New Demands in English"—by G. W. Miller, Teacher of English, Peru H. S. Discussion by D. C. Arthur, Prin. Logansport H. S. General Discussion.

PAPER—"Methods in Physiology," by Geo. A. Talbert, Teacher of Science, La Porte H. S. Discussion by O. B. Zell, Prin. Clinton H. S. General discussion.

MISCELLANEOUS BUSINESS—Papers limited to 20 minutes. Leader of discussion limited to 10 minutes.

HOTEL RATES.—Sheridan House—Headquarters of Executive Committee \$1.50 per day. Oliver House \$1.50 per day. Hotel Windsor \$1.00 per day.

All desiring entertainment at private boarding houses or in private families should write Superintendent Calvin Moon, South Bend, at once. The usual reduced rates on railroads on the certificate plan are assured.

W. R. SYNDER,
Chairman Executive Com.

TEACHERS' READING ROOM OF THE ANDERSON SCHOOLS.

The teachers of the Anderson schools have access to and are expected to use the following list of books: The Philosophy of Education Rosenkranz; A History of Education—Painter; The Rise and Early Constitution of Universities—Laurie; The Education of Man—Froebel; Elementary Psychology and Education—Baldwin; The Senses and the Will—Preyer; Memory—Kay; Development of the Intellect—Preyer; How to Teach Geography—Parker—7 copies; Education in the U. S.—Boone—2 copies; European Schools—Klemm; Practical Hints for the Teachers of Public Schools—Howland; Pestalozzi—De Guimps; School Supervision—Pickard; Higher Education of Women—Lange; Educational Reformers—Quick; Psychology—Herbart; Psychology applied to Teaching—Baldwin; Rousseau's Emile—Payne; Moral Instruction of Children—Adler; Principles and Practice of teaching—Johonnot; Theory of the School—Sandison; The Philosophy of Teaching—Tompkins; Public School System of the U. S.—Rice; Psychology applied to Education—Compayre; School Supervision—Payne; A Manual of Method—Kiddle etc.; Rousseau's Emile—Steeg; Lectures to Kindergartners—Peabody; Methods of Instruction—Wickersham; Systems of Education—Gill; Kindergarten Culture—Hailman; The Infant Mind—Preyer; Theory and Practice of Teaching—Thwing; Philosophy of Education—Tate; Richter's Levana; Education—Spencer; Science of the Mind—Bascom; General Method—McMurry; Special Method Geography, 8 copies; Special Method History—McMurry; Special Method Reading—McMurry; Physical Education—Morris; School Management—Holbrook; Linder's Empirical Psychology—De Garmo; Essentials of Method—De Garmo; School Hygiene—Neusholme; Normal Methods of Teaching—Brooks; Nature Study—Jackman; Pedagogy—Patrick; Apperception—Lange; Methods in Geography—King, 6 copies; Leonard and Gertrude; Mental Science—Brooks; Psychology—Sully; Talks on Pedagogics—Parker.

LIST OF PERIODICALS: Indiana School Journal, Public School Jour.

nal, Pedagogical Seminary, Educational Review, School Journal, Journal of Education, Teacher's Institute, Popular Educator, Primary Education, Primary Schools, Kindergarten Magazine, The Child Garden, The Century, The Forum, The Review of Reviews, Munsey's Magazine, McClures' Magazine and St. Nicholas. Well done for Anderson, what city can beat it? J. W. Carr is superintendent.

WHO ARE THEY?

By outlines on history and biography, careful investigation may be encouraged, and much valuable information may be acquired. We clip the following from the institute program that appears in the Adams county School Manual recently published by Superintendent J. F. Snow:

I write a biography of the person whose physique and character the following is an outline: 1. Was tall and straight. 2. Forehead wide and high. 3. Nose large and thin. 4. Eyes dark eagle grey. 5. Neck thick and skinny. 6. Lips full and expressive. 7. Beard and mustache closely shaven. 8. Hair short and scanty, partly bald. 9. Complexion pale. 10. Voice, as a speaker, high and shrill. 11. Health good in general, but subject to epilepsy. 12. Loved frequent baths. 13. Loved horseback riding and athletic sports. 14. Seldom touched liquors. 15. Observed the strictest fidelity to friends. 16. Not easily angered and seldom engaged in quarrels. 17. Was a lawyer, general and statesman. 18. Never ostentations but always dignified and courageous. 19. As a writer was clear, concise and forcible. 20. Was a historian of world wide fame.

THE National Normal at Lebanon Ohio, has about one hundred more students in attendance this term than it had a year ago.

THE Western Drawing Teachers' Association will convene in Aurora Ill. March 28. The program is elaborate. All are invited to attend.

U. M. CHAILLE of Indianapolis, is organizing a European excursion party to start June 29. He is a reliable man. See his advertisement for particulars.

GAS CITY is growing in school interest. It recently dedicated a \$22,000 eight room school building with all modern improvements. W. O. Warrick is superintendent.

GREENCASTLE has in its high school 174 pupils, which is 21½ per cent. of the entire enrollment of the schools. This is remarkable, especially for a college town. R. A. Ogg is the superintendent.

SOLOMON MERCER has had some interesting and instructive articles in the *Indianapolis Gazette* on the "Indiana School Fund." A history of the origin of each fund is given and all the sources of revenue are discussed.

NEW CASTLE is erecting a new \$50,000 school building which, when complete will be one of the best in the state. The high school now numbers 150 students which is certainly very large for a place of only 3500 inhabitants.

THE Green county Normal will hold its third annual session at Worthington from May 6, to June 28. The school last year was a marked success and the prospects seem excellent for this year. W. D. Kerlin, superintendent at Worthington, is principal.

ADAMS COUNTY—The schools generally celebrated Washington's birthday. Superintendent J. F. Snow urged this celebration upon all his teachers and himself prepared and had printed an appropriate address to be read to each school unless the teacher had other matter to use. It is safe to say the address was used in all cases.

PURDUE UNIVERSITY—A recent visit to Purdue was made by the committee from the Legislature, some other members and a few invited guests. All expressed themselves well pleased with what they saw and returned with a high opinion as to the character of work Purdue is doing, and with the general management. President Smart always has his work well in hand.

ELLSWORTH—Mrs. Martha Hoggins the principal, has had her pupils write letters and send specimens of plants, grains, etc., to the schools at Key West, Fla. They have had returns in kind and are delighted. This is certainly a good device by which to interest children in natural objects about them, in the productions of other localities, and is at the same time a good basis for composition and letter-writing.

ADAMS COUNTY—Of the one hundred and twenty-nine teachers employed in Adams County Schools there were one hundred and twenty-three in attendance at the Berne Institute February 16, 1895. Of the six absentees, one died a week before, and two were sick in bed. President Hindley of Ridgeville lectured on "Who's Boss?" The entire institute enrollment within the day was three hundred.—J. F. SNOW, superintendent.

NEW ALBANY celebrated the anniversary of Lincoln's birthday by giving "An Evening of Patriotism," in which all the schools were represented. The exercises consisted of music, marches, drills, recitations and "The Grayson Trial" dramatized. The whole was done under the direction of Superintendent Hershman and was a marked success. Over \$300 were realized with which to purchase needed equipments for the primary schools. Good.

A DEVICE FOR TEACHING GEOGRAPHY.—Miss Elizabeth Ewbanks of Kennedy, in teaching geography, requires her pupils to take imaginary trips across a county and give their experiences. They must describe the county as to features and productions, give modes of travel, distances, directions etc. They must also describe the people and tell what they are doing, how they live etc. This is an excellent plan by which to teach both geography and composition.

THE report on Indian schools made by Superintendent W. N. Hailman is an interesting document. If the whirligig of politics will allow the superintendent to remain in charge of the Indian schools for a number of years till he can have time to learn what is needed and then formulate plans and see them worked out, it will be a good thing for the Indians. When every new administration makes a complete change there is no chance to do any effective work.

INDIANAPOLIS has just opened its Industrial Training School. This is the largest and most expensive school building in the state. It cost over \$150,000 and contains thirty-seven rooms besides the assembly hall. It is located in the south part of the city and accomodates all the high school pupils of that section, in fact, all high school pupils who wish to take manual training must attend this school. More than one hundred pupils from the north part of the city attend this school. It provides a machine shop, a foundry, a wood-working shop etc. C. E. Emmerich is principal.

THE Indiana University has issued an announcement for the spring and summer terms of 1895. It is a pamphlet of 31 pages and gives a list of the faculty as at present constituted, a brief synopsis of the courses offered for the spring term, and a somewhat fuller statement of the work offered for the summer session. In these terms a considerable number of courses is offered especially for teachers, as there are many who are engaged in teaching during the rest of the year who find it possible to attend the University during one or both of these terms. Joseph Swain is president.

MARTINSVILLE—A recent visit to the Martinsville schools afforded the writer great pleasure. The building which is comparatively new was neat and attractive. The pleasant fashion of adorning windows with plants and flowers was followed with excellent success, and its good influence was manifest. We heard a class just starting out on its new life under the leadership of a teacher who understood the ways and the nature of childhood. The start was a good one and we wished these children might receive as careful guidance during all their school life. J. R. Starkey the superintendent, has been at this post for nineteen years and the spirit and work displayed are the result of his inspiration and influence. Some of his teachers are the product of his own work. We hope Martinsville may long continue to appreciate and enjoy the work of Superintendent Starkey.

MARION COUNTY—Each township, (except Center), and each school city and town (except Mt. Jackson), in this county has organized and maintains a central high school which is free of charge to all graduates from the common school course. So you may, with propriety add Marion county to the list of counties which provides a free high school education to all of her children. All but three of these schools, have been organized since 1885—the last one in 1893. There are nearly 250 pupils taking the high school course and nearly all of them residing at home. What is more, competent teachers are procured by requiring

them to undergo an examination in the branches which they will be required to teach, before employment. The Annual Report shows the schools in excellent condition. They have been doing good work for years under the direction of Superintendent W. B. Flick. There are 225 teachers outside of Indianapolis.

PERSONAL.

S. W. SMELCER is principal of the Oak schools.

HORACE ELLIS reports the North Vernon schools in a flourishing condition.

J. H. SCHOLL, superintendent at Milton, reports the schools in good condition.

JESSE W. RIDDLE has resigned the superintendency at Leavenworth to accept a similar position at Corydon.

JESSE W. RIDDLE, superintendent at Corydon, will open a normal department for the teachers of Harrison County April 8.

KATE ROBERTSON is principal of the Valley Mills schools. These schools sustain a high school department and are in a prosperous condition.

ED. R. GUTHRIE, formerly of Delaware County this state, is now superintendent of schools in Warren County, Iowa, his address being Indianola.

GROGE F. BASS, editor of *The Young People*, has been elected manager of the Young People's Reading Circle and will handle the books for the coming year.

WILL P. HART, superintendent of the Clinton schools, has suffered a great loss in the death of his little son. He has the sympathy of a large circle of friends.

J. L. DIXON, the new principal of the Columbus normal school, reports the school in a very prosperous condition with over one hundred students in attendance.

PROF. R. J. ALEY, of the State University, who is spending the year in Leland Stanford University, will return about June 1, and will be ready for institute work in this state.

CHAS. R. SKINNER is the new state superintendent of New York. He has been deputy for a number of years and is a man of ability. He is the author of an excellent volume on Arbor Day.

H. A. Mumaw, the head of the Elkhart Institute reports his school in good condition with about eighty students in attendance and a good outlook for the future. This is doing well for the first year.

MISS ESTELLE REEL is the new state superintendent for the schools of Wyoming. She has for five or six years past been an active county superintendent. She is said to be a fine public speaker and the campaign was so successful that she lead her ticket.

MRS. A. J. PRAVEY is the new superintendent of Public Instruction for the state of Colorado. She is represented as a woman of marked ability, but as she has been out of school work for more than fifteen years, cannot be up with the best educational thought.

R. A. TREES, teacher of natural science in the Kokomo high school, has been called to take a place in the Indianapolis high school. Kokomo seems to be a good place to find superior teachers. This is the second high school teacher Indianapolis has taken from Kokomo within the last six months.

J. W. LAYNE, for many years superintendent of the Evansville schools, but who recently entered upon the practice of law in Anderson was recently attacked with paresis (softening of the brain) and has been sent to a sanitarium for treatment, but the doctors consider his case hopeless. Later,—Word has come that Mr. Layne is dead. He was a graduate of Wabash College in class of '77 and has been one of the leading educational men of the state for many years.

F. A. COTTON, superintendent of Henry county, has been selected by State Superintendent Geeting as first assistant. It is difficult to see how this appointment could have been improved. Mr. Cotton is one of the best superintendents in the state, is a hard worker, and is always a courteous, obliging gentleman. The JOURNAL congratulates Mr. Geeting and the public on this appointment. The new administration will take possession of the state superintendent's office March 15.

MR. AND MRS. E. E. OLCOTT of Utica, have been enjoying a forced vacation, on account of measles, and spent two days of the time in visiting the Indianapolis schools. They gave the JOURNAL office a pleasant call and expressed themselves well pleased with what they saw in the city schools. They had been to New Albany and to Louisville. They report the Kentucky school children ahead of Indiana children in point of courtesy and ease of manners. Mr. Olcott is serving his ninth year as superintendent at Utica.

BOOK TABLE

ANDREW CARNEGIE has written for the *March Forum* an article on "What I would do with the tariff if I were Czar."

THE *Indiana Farmer* is a good farm paper and a good family paper. Whatever other paper an Indiana farmer takes he should take his own state agricultural paper.

Normal Courier is the name of a new paper started by R. A. Brown, principal of the Marengo Normal and Business Institute. The paper while intended to help the school, is made of interest to the general teacher.

THE American Book Company has issued a 16-page double column pamphlet called "Nature Study." Its purpose is to describe the nature-study books published by this great house. It is beautifully illustrated and can be had for the asking.

READERS of Marion Crawford's novel "Casa Braccio," now appearing in *The Century*, will be interested in knowing that the story, as printed so far, is true, except that the scene of the actual occurrence was in South America instead of in Italy.

THE Werner Co. of Chicago has issued the series of copy-books by Ellsworth with *vertical* copies. The vertical edition contains some new features that are highly commendable. It will pay to make a careful examination and comparison before deciding to adopt any other copy-books.

Illustrative Blackboard Sketches by Bertha W. Hintz, is a capital little thing published by E. L. Kellogg & Co., of New York. The purpose of the work is to suggest to the teacher how to illustrate lessons on the blackboard. The power to illustrate by sketches can be acquired by almost any teacher and any one who will take this book and follow its suggestions and use its sketches cannot fail.

A NEW Supplemental Dictionary containing 4,500 words is edited by Samuel Fallows and published by Webster's Dictionary Co., Chicago. It is called supplemental because most of the words are technical in agriculture, anatomy, botany, chemistry, law, medicine etc., not found in Webster's or Worcester's unabridged dictionaries. It has special departments of biography, noms de plume, musical terms, foreign phrases, familiar allusions, mythology, etc.

To be a constant reader of *Littell's Living Age* is to keep a mind well stored with the best foreign literature of the day. To have read it all one's life, if one has reached maturity, is to have a knowledge of philosophy, art, science and literature, which is of itself a liberal education. Current numbers show the same judicious selection, the same agreeable variety, and the same general excellencies which have always marked this unique and sterling publication.

MAYNARD, MERRILL & Co., in their English Classic Series publish one number designed especially for supplementary reading in the lowest grades. It bears the unique title, always attractive to children of *Bow-wow* and *Mew-mew*. The adventures of a dog and cat living in the same household form the substance of a small volume of 84 pp. The book is illustrated and made very attractive. It is written by Georgiana M. Craik. Price 12 cts. It will be appreciated by every progressive, primary teacher.

A PRACTICAL FLORA for schools and colleges. By Oliver R. Willis, A. M., Ph. D. instructor in botany, physics and chemistry in the New York military academy. Published by *American Book Co.*, Cincinnati, O. There has been a long-felt want for a work of such practical character, and this book has been prepared to meet the demand. It does not aim to be exhaustive, as such a treatment would make a book of many thousands of pages, which it would be impracticable to place in the hands of a pupil; but the author has made a careful selection of the most important food-producing trees, shrubs and herbs, including

ornamental plants, fruits, nuts, medical plants, and those which furnish oils, dyes, lumber, textile fabrics, etc. The book is the outgrowth of a successful class-room experience, and the author recommends it to the notice of teachers and pupils, in the hope that they may find in it both interest and profit, and that it may tend to relieve the monotony of a strictly technical treatment of the subject, and enhance, if possible, the beauty and the usefulness of the study of Botany.

A NEW primary geography has been issued by Rand, McNally & Co., of Chicago. It is well illustrated with maps, colored diagrams and engravings and it is well printed and bound. The author adheres to the "question and answer method" which he says has never been improved upon. He also insists upon the answers being memorized and adds that the average pupil will hardly be able to improve upon the words of a well-selected text. The author further says that the "natural method of gaining information is by conversation" and that "the memorizing of a lesson is only preparatory." Full suggestions are given as to how the teacher can illustrate and bring out the points of a lesson.

ETHICS OF SUCCESS, a reader for the intermediate grades of school, by William M. Thayer, Boston. This new reader would best be placed in the supplementary list. It is in the same general line as that presented by the same author in a book for older and more advanced pupils some months ago. It is based on the principle generally acknowledged but not always in active use in the school room, that the formation of right character is the great object of education. The book is made up of inspiring anecdotes from the lives of successful men and women, and contains frequent illustrations. It would make an excellent book for opening exercises, since there is no story in it that does not illustrate some good moral lesson. A. M. Thayer & Co., Boston, publishers.

THE Combination Speller by J. Shearer and published by B. F. Johnson & Co., of Richmond, Va., is an interesting study. It is an ingenious effort to devise a plan by which the ear and eye can work together in learning to spell without changing the present spelling of words. The thing is done by using dots and marks, as in phonetics, to designate certain sounds. For example, a dot under a letter means always that that letter is silent. Thus the science of phonetics is fully employed without changing the present spelling. The author has a fine ear as may be inferred by the fact that by means of marks he makes *a* represent fourteen different sounds and shades of sound; *o* represents thirteen sounds and *e* ten; *n* eight, etc. In this way he makes the alphabet represent eighty-eight sounds.

THE importance of instruction in the lower grades of school has turned the minds of some of the best teachers to a study of principles and methods, with special reference to the needs of the younger children. Among these is S. B. Sinclair, vice-principal of the Provincial

normal school, Ottawa. In the little volume, entitled *First Years at School*, he has produced a manual for primary teachers, every statement and suggestion of which is good. The oversight of four hundred children who are putting in their first year at public school has given the author rare opportunity for observation and for study of the best means for their development. The book furnishes safe guidance through many of the perplexities that the primary teacher is likely to meet. Price 68 cents, by mail, postpaid. E. L. Kellogg & Co., New York and Chicago.

SUPPLEMENTARY WORK IN ARITHMETIC. By Wm. M. Giffin, A. M., of the Cook County Normal School. Published by A. Flanagan, Chicago. Supplementary reading has long been used in our schools, and supplementary arithmetics have long been desired by teachers who feel that the problems in the ordinary books are too few. Mr. Giffin's book is divided into five parts, each considering the following topics respectively: Lines, Area, Volume, Bulk, Percentage. Part I, on Lines, is especially adapted to the child's work in Arithmetic during the first three years of his school life. He is led to observe closely, and to judge of distances and the length of objects until he attains a considerable degree of accuracy. The book is furnished with frequent charts and illustrations that are a great aid. Price \$1.00.

TEACHERS' HELPS is the name of a popular catalogue of Books and Aids for teachers. Send a postal to E. L. Kellogg & Co., New York, for it. You aim to have a good school. This will be a great help to you. To anyone answering this advertisement and sending 10 cents, a copy of Fitch's "Art of Securing Attention" will be sent with the catalogue.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f.

VANDALIA LINE for Denver, Col., in July.

W. E. INGALLS, an old teacher, is this year engaged in manufacturing "Gold King." See his advertisement on another page. 3-3t

HOMESEEKERS' TICKETS via Pennsylvania lines to the south and southeast will be sold February 5th at *one fare rate*. Ticket offices No. 48 West Washington Street, 46 Jackson Place and Union Station.

WANTED.—General agents to control agents at home for "Dictionary of U. S. History," by Prof. Jameson. Needed by every teacher, pupil and family; endorsed by Press and Public. Big pay. Puritan Pub. Co., Boston, Mass. 11-7t

SCHOOL-TEACHERS and other persons having literary and business ability can secure lucrative and pleasant employment with Messrs. Squire and Carothers, 800 Washington St., Toledo, O. 3-3t

PENNSYLVANIA LINE, local Pullman Vestibule Sleeping Car Indianapolis to Pittsburgh on train No. 8, 5:10 P.M. daily. 3-1f

TO TEACHERS.

It is very important to you that before making definite arrangements for your trip to Denver, Col., for the National Educational meeting in July, that you should consider the most available and quickest route, and I desire to direct your attention to the Vandalia line as being the shortest and most direct route by way of St. Louis. It is the only line running six trains a day between Indianapolis and St. Louis, and while no rates have been made for this meeting up to the present time, I will say that when they are made they will be as low via the Vandalia lines as any other, and our facilities for handling the teachers are far superior to those of any other line. Please remember and see that your ticket reads "via Vandalia line."

GEORGE E. ROCKWELL, D. P. A.
L. B. FREEMAN, C. P. A.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

Teachers going to the National Educational meeting at Denver in July should not overlook the fact that the Vandalia line is the one they should take as it is the only one that can offer you first-class accommodations in every respect.

A PHYSICIAN'S JOY.—Knowledge of things unknown to Solomon in answer to prayer. 64 page pamphlet, 50 cents in 2 cent stamps.—Dr. E. J. GOODWIN, Solitude, Posey county, Ind. 3-7

THE next annual meeting of the National Educational Association will be held at Denver, Colorado, during the month of July, 1895, and in this connection we desire to call your attention to the excellent facilities offered by the MISSOURI PACIFIC RAILWAY and its connections for the prompt, safe and comfortable transportation of the teachers and their friends who will attend the convention.

We also desire to announce that for this occasion THE MISSOURI PACIFIC RAILWAY COMPANY will sell excursion tickets to Denver, Pueblo, Colorado Springs and Manitou at a rate not to exceed one fare for the round trip, (with \$2.00 added for membership fee), and limited to return passage until September 1st, 1895, affording an opportunity for a summer outing in the "Rockies," as well as delightful side trips to Utah, the Yellowstone National Park, Yosemite Valley and the Pacific Coast. This route follows the banks of the Missouri River for a long distance between St. Louis and Kansas City, thence through the best part of Central Kansas to Pueblo, the great smelting city of Colorado. From Pueblo it follows the base of Pike's Peak at times almost within a stones-throw to Colorado Springs—thence on to Denver.

We propose to furnish free reclining chair car and Pullman sleeper accommodations from Indianapolis to Denver without change. A special train will be run which will make stops at points of interest at the pleasure of the party.

The train will be conducted by a person of experience, who will assume all care of baggage, make arrangements for meals and stopovers and do everything possible to make the trip comfortable and pleasant. Particular information concerning the trip and illustrated advertising matter will be furnished by addressing

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IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School. 11-1f

ANNUAL MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

INDIANAPOLIS, February 18, 1895.

To Principals and Teachers:—It is not necessary to call your attention to the fact that the National Educational Association will hold its annual meeting in Denver, Col., July 5th to 12th, 1895. or that a rate of **ONE FARE** for the **ROUND TRIP**, plus \$2.00, has been named by the railroad companies and that tickets will be extended sufficiently long to enable all who desire to spend their entire summer vacation in the vicinity of Denver, and give them an opportunity to visit many interesting points in the Rocky Mountains or to make a quick trip to California, etc., all this you are familiar with.

The object of this letter is to call your attention to the fact that the L. N. A. & C. R'y (Monon Route), will endeavor to take the teachers and their friends from Indianapolis and vicinity on this occasion, and will promise in advance to give the very best accommodations possible. Through sleepers and free chair cars for all will be run through from Indianapolis to Denver. Mr. J. H. Woodruff, supervisor of penmanship in the Indianapolis public schools, has been appointed a special agent, and all who contemplate taking this trip should give their names to him. He, together with a representative of one of the Denver lines, and Mr. C. H. Adam, City Passenger Agent, L. N. A. & C. R'y, will have charge of any special service and their names are sufficient guarantee that nothing will be left undone to provide for the comfort and care of all. For maps and further information apply to

FRANK J. REED, G. P. A., Chicago,
I. D. BALDWIN, D. P. A., Indianapolis. or,
C. H. ADAM, C. P. A., Indianapolis.

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ACT I.—MRS. S. applied to the NORTHWESTERN TEACHERS' AGENCY last spring with the understanding that she desired at least \$75 per month.

ACT II.—PRINCIPAL C, of a STATE NORMAL SCHOOL, wrote me for a teacher of mathematics. I recommended MRS. S. and no OTHER. She was employed.

Moral—Send to the NORTHWESTERN TEACHERS' AGENCY for application blanks. Address (3-1t) **J. H. MILLER, Lincoln, Neb.**

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SUMMER SCHOOL.

During the summer of 1895, from July 8 till August 16, courses of instruction will be given in Latin, French, German, English Literature, English Language and Composition, Philosophy, Mathematics, Physics, Chemistry, Astronomy, Biology, Drawing and Machine Design, Surveying, Civil Engineering, Histology, Botany, Music and Law. Tuition rates will be as follows: One course, \$15; two courses by the same student, \$25; three courses, ditto, \$30. Cost of board and rooms will vary from \$3 to \$5 a week. For announcement containing full information, address **JAMES H. WADE, Secretary of the University of Michigan, ANN ARBOR, MICH.** 3-3t

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THE TEACHING OF ENGLISH IN INDIANA.*

In a general way, we certainly believe that a properly organized association of English teachers is desirable in any state. But there are particular reasons why such an association will be valuable in Indiana. And for what I am going to say, I at once ask your indulgence. I have lived in Indiana less than a year and a half and there are many conditions existing, concerning which I am sure I stand in blindest ignorance. But I have noted certain things and have tried to understand them. It is for you to say whether or not I have misinterpreted them.

I find it easier to explain myself, by contrasting Indiana with Iowa—the state in which I first taught. There is first of all a point on which the residents of Iowa are never tired of harping. The census showed that the percentage of illiteracy was less in that state than in any other. “Iowa is the most intelligent state in the Union,” was the cry. And yet, I found among the students who entered the State University there not merely illiteracy, but an absolute lack of literary instinct. The very desire to read had to be implanted in many of them.

In Indiana, if I may judge from the students at Bloomington, I find no hostility to books. The desire to read is not lacking. Indeed I sometimes feel that a value is placed upon books above and apart from their relation to life: and this is a caricature of true reading. But I found it easier to

*From an address delivered before the English Teachers' Association, at Indianapolis, December 26, 1894, by Prof. Martin W. Sampson, of Indiana University.

teach literature in Iowa than in Indiana. My work is more difficult in Bloomington than it was in Iowa City. I shall frankly tell you why.

My Iowa students (I speak generally) came up to me with no ideas about literature. My Indiana students (I speak generally) come up to me with wrong ideas about literature. In Iowa, my effort was to build up from the very foundation. In Indiana, I must first tear down a faulty superstructure. I speak, I say, in general terms. I am glad to remember that many of my students in both states came to me from cultured homes, or from inspiring teachers, and work with them was an easy delight rather than a protracted struggle.

I am speaking only of literature. In composition, I am afraid that I must confess that Iowa and Indiana are equally bad.

But why is it, that with the literary instinct present Indiana should be a more difficult problem than Iowa? I answer, that a misconception of literature is a more serious drawback to culture than is ignorance of literature.

Somehow or somewhere the literature teaching of Indiana is at fault. There are many excellent teachers of literature, but more and more I am driven to the conclusion that some of them, at least, are good despite their method, and that the usual method itself plays havoc with the mediocre teachers. The source of this is not yet my concern; the mere fact of it is a thing that calls for all the energy the English department possesses. And the composition teaching is merely inadequate. It is not positively wrong; it is only undeveloped.

The literature-teaching is at fault. What is the reason? My answer is two-fold. First, the inadequacy of the composition-teaching. Does this seem an impossible answer? It is not very paradoxical, believe me. From a pedagogical point of view, I think that training in writing is inseparable from training in reading, and vice versa of course. In other words, the student's advance in power of thinking should be paralleled by his advance in power of expression; and his training in expression will thereby increase his capabilities of thought. Add to this the peculiar relation that exists between composition and literature and you have the final reason why the two must go together. For literature is but per-

fect composition, and composition is but imperfect literature. The example of good literature is obviously a most material aid to successful composition; but even more is the continued practice of composition a key to the interpretation of literature. Indeed, is it not obviously so? When a student writes his halting theme, is he not doing in a remote, groping way, what the maker of literature has splendidly accomplished? Does not the school-boy effort help to make the author's effort intelligible? If I have tried to do a thing, am I not thereby better able to understand the thing when some one else does it? There is a terrific chasm, I admit, between the painful scrawl of a sturdy lad, and the work of genius. But I said, practice in composition, should be continued—continued from the time the pupil is able to hold a pen until the time when his thoughts grow not all unpoetic. And that time generally comes in the co-educational high school. Do I mean that the boy's plea for liberty and union in his school affairs helps him to understand Webster and Burke? That his first love-letters help him to understand Byron? That a girl's composition on being misunderstood helps her to understand Mrs. Browning? That her character sketch helps her to understand George Eliot? Yes, I do mean just that. Am I wrong? If I am, I have misunderstood my own youth; I misunderstand yours.

The second point is that many teachers in Indiana—by what impulse led I know not—have taught literature from the point of view of ethics, or from the point of view of so-called thought, or from a symbolical point of view; and not as literature itself. It follows, of course, inevitably, that whenever a thing is taken for something other than what it actually is, the results of such treatment are of but ephemeral worth, and the work must be done over again. Truth is a stern mistress and whoever forsakes the actual truth for a half-truth must pay the penalty of his error. As Emerson so wisely says:

"When half-gods go,
The gods arrive."

But the gods do not arrive until the half-gods have gone. And the stress of much of the literature-teaching of Indiana has been the worship of the half-gods—the half-truths—of

the ethical interpretation of literature, and of those other kindred things, which will sooner or later give place to the vivid reality of literature as literature, and not as anything under the sun less precious than that. But of this later.

I have raised these points now because they have a practical bearing upon the formation of our association. If these things be really weaknesses in our present system, then the new organization must start out with a determination to overcome them. I mean frankly that I see little or no value in uniting, if we are to remain on the wrong road. If we are dark to the truth and are willing to remain so, then I think that our banding together will only make the darkness thicker. But if we first of all try to find in which direction the truth lies and then move steadily toward it, the darkness will become more and more penetrable, and daylight will dawn.

Herein will be the value of the association: It must be truth-seeking, not self-congratulatory; it must take account of the actual conditions, not build upon dreams,—although dreams may inspire us all, it must be persistent, not quiescent; it must be *right*; and I doubt not its final triumph. In one word, the main duty of the association will be to work a reform; and reforms are wrought only by changes of a searching kind.

The concrete objects of the association shall be to establish the teaching of English in this state upon a firm basis of actual fact; to secure uniformity of end in the laudable variety of means; to consider questions of English language, composition, and literature, and to arrive at a clear understanding of the scope and requirements of each of these branches of English study. Along with these aims are many others, corollary to them. The chief thing is that the association must do its very best to gain knowledge and to impart it; to keep abreast of the times, and to make the study of English the regenerating force it deserves to be in the progress of Indiana. For the study of English *is* a regenerating force. The apprehension of literature is an Aladdin's lamp to the magic riches of the world.

How shall these various objects be attained? Let us consider first the question of curriculum. The high school course in English should include instruction in two things:

composition and literature; as subsidiary to the other, the history of literature. Instruction in each of these two subjects should continue through the entire length of the high school course, the schedule being arranged in such a way as to give at least an hour a day to English. It is not asking too much to ask every school in the country to fill a part of each day with the things that pertain to our mother-tongue, our inherited literature. We are an English-speaking race; we are an English-reading people. It is speaking feebly to call it "right" to learn to use English well, and to read it better still. For these are the two ideals of the high school course in English: to teach the student to express himself intelligibly and to read the expression of others intelligently.

These, I say, must be the ideals of the high school course. Not otherwise is the high school graduate prepared for life. I do not say—"Not otherwise is he prepared for college." For the preparation that fits for life *must* fit for college. Let any college in the country ignore that truth at its peril. Man is not a hermit,—he lives by communication. Therefore his communication,—his expression, must be trained. Man is not intellectually self-sufficient. Therefore his intellectual dependence on others,—his apprehension of the written word, of literature,—must be trained. This training helps to fit him for life. It helps to fit him for college. Lack of this training fits him for neither.

Composition should be taught continuously through the course. Once a week for three or four years is better than every day for a year. The element of time is important here. There are some subjects you can stuff into a student within a brief period. Composition is not one of them. It not only takes, it demands time. For composition is not bulk knowledge, it is the outward expression of the thinking qualities of the student. And while the student develops his power of thought, he needs direction in his expression. This must keep pace with his development, and that is a matter of years, not of days. But even one hour every week is not enough. However valuable one hour may seem, we know from a pedagogical point of view that two hours is the minimum time that may be given to teaching to a student the art of expression.

And the way we shall teach this is evidently by teaching him the art of expression. The science of expression— or formal rhetoric—is useful here only as it helps the art of expression. It is composition, then, not rhetoric, that should be the main aim of this part of the study. Rhetoric, do not misunderstand me, should not be excluded, but should be made subservient to composition. Rhetoric rightly employed is most useful; rhetoric wrongly employed is pernicious.

Manifestly the only way to teach a student writing is to make him write. Constant practice in writing means—not inseed perfect writing, but—writing adequate to the purpose in hand. Of itself, mere writing is not enough. It must be corrected carefully, it must be re-written, again and again, perhaps, until the student learns to think with the pen between his fingers and learns to write while his thoughts are speeding through his brain.*

And here comes up a mournful fact. I said, the way to teach a student writing is to make him write. If I could only have said, as some day some one may say, the way is to let him write. For unfortunately, as all of us teachers of composition know, composition teaching is largely a process of compulsion. When it becomes a process of permission, the vista of success will seem lovely to many teachers. Why is that vista seen only as a dream? The answer is prosaic enough: the teaching of composition must begin in the lower schools.

But, accepting the situation precisely as we find it, we know that the thing for us to do is to be to our students an inspiration as well as a correcting instrument. It is our duty to interest the student in many things, to call forth expressions of thought from him, to train his observation, to encourage his opinions, to stimulate his mind, to make him feel that he is a part of the world, that the world is a part of him, that he lives, breathes, *sees* and can reproduce the things that make up his experience. This is the most delightful part of the composition teacher's experience—something that he would not exchange for the privilege of conducting his classes in text-book rhetoric. To bring the pupil into con-

*"O bleibe doch, du bist so schön" is the unuttered appeal that every writer makes to the moment of inspiration.

tact with his own personality, and to induce him to express that personality is the composition-teacher's privilege. His duty calls for drudgery, too, for teaching means work as well reward; but his ideal is high and it is satisfying.

Composition, then, is to be steadily pursued, and a measure of success will always crown the work. And this success, as I have before suggested, has as one of its constituent elements, the vital connection between composition and literature. True success in one means progress in the other; and yet closely as they are related, they must be taught separately, lest a confusion of them mar the value of each. By separately I mean as different subjects—not in different years. Each brings its part to the whole; to destroy the individuality of either is to injure its functional value and to prevent the proper accomplishment of the common purpose.

Let us touch upon the subject of literature. I think we shall agree that English literature in the high school course means a study of authors, not a study of text-books about authors. What the author has said, is the prime essential. Intensely interesting, indeed, but nevertheless of secondary interest, is the history of literature. But even here, the way to study the history of literature is to read literature. The text-book, be it large or small, must serve only as a guide, a reference; not as a furnisher of opinions. It is to help the student, not to do his thinking for him. The sparing use of a sketch of English literature is to be commended. It will be of service, so long as the stress of the work is upon the author, not upon the critic. But all of the better class of English teachers have long ago settled that point for themselves. I speak of it now merely as a suggestion to beginners.

But granting that the proper thing to do is to go to the fountain-head, with what shall we fill these little pitchers whose big ears must make us careful lest we err? Here the individuality or the previous training of each teacher asserts itself and the answers given vary like an April day. There is no reason why there should not be many methods of approaching the same thing; all radii of the same circle lead to the centre. Not by any means would I have every teacher work in the same way, but still less would I say that any way

will do. Some methods are right, some are wrong. One must be sure that he is a radius, not a secant, nor a cosine, nor a cotangent.

The teacher who steers clear of literary biography, but who looks at the author's work only as a philosophical or metrical material has sheered off Scylla only to fall into Charybdis. He has escaped the infelicity of the frying pan only to find himself no salamander in the flames. If Milton is but a bundle of words whose etymology must be traced; if Browning is but a bundle of sentences to be parsed, if Shakespeare and Shelley are but fields for metrical investigation, why then the sooner we drop English from our high school course the better. I have no patience with a teacher who makes these things the end and aim of literary work although I gladly acknowledge their great value in their proper place.

Erring as far in the other direction are those who teach literature from the point of view of ethics. There is an ethical value in so doing, just as in the other cases there was a metrical, a grammatical or a linguistic value. But nothing of this is literature. Do not misunderstand me, I pray you. These things are all in the study of literature, but they are not the constituent elements of it. I respect true ethical study as such. I object to them when they usurp the place of literature. The problem would be easier to handle if the ethical teachers would only declare themselves as teachers of ethics. But many of them masquerade—often innocently, I have no doubt—and under the plea of teaching a “philosophy of life,” or of dwelling on the “thought-side” or half a dozen other things really teach literature as so much ethical material, no more, no less.

Now let me state my attitude in this matter very plainly. I regard literature as an art; but I am no believer in art for art's sake only. I believe in the fundamental relation between art and morality, and think that all great art rests upon a great conception of morality. Art is a part of life, and morality is a mode of living. Art that has an evil purpose is art that has committed suicide, and with the corpse of art my sympathy is but fleeting. Literature is based on morality, on conduct. But because this is true, it does not follow that literature is written only to reveal moral lessons, or that a

poem is to be judged from its approximation to a proverb. If I build my house on a rock, do you learn to understand my house, its architecture, its purpose, its value, by going only through the cellar and examining the foundation? The underlying principle of literature is its deep morality; the purpose of literature is not to preach a sermon in ethics. You are misconceiving literature if you judge it only ethically. I am right if I see sermons in stones; I am unreasoning if I estimate stones purely by their sermon-like qualities. No matter whether I call my interpretation thought-side or form-side, I am unfair to the one who presumably best knew his own purpose, the poet himself.

For the right way to judge literature is, surely, to put one's self in the author's place, get his point of view and see what he has tried to perform; then to call into play one's own critical powers and endeavor to estimate the work according to the degree in which it has succeeded in attaining its purpose, and finally to fall back upon one's own individuality, and decide whether the complete work has any meaning, any message that strikes home to one's self. Test literature in this way, and it soars above didacticism into the realm of beauty.

I fear that these theories may be repugnant to some of you. I shall ask you, are you sure you really believe that literature is chiefly ethics, and that what is not ethics is unworthy of notice? Are you really sure that you like didactic poetry, (as you really must if you are consistent) better than beautiful poetry that is not at all didactic? If you are logical and practice what you preach, then to you, church music must ever be the acme of poetical utterance. The child's "Now I lay me down to sleep" must be to you the highest and best poetry in the world, for it is the expression of a perfect philosophy of life. I am not making fun of these things, I am in earnest. But I insist that you make a practical test of your literary creed and see whether you naturally turn to Martin Tupper or to William Shakespeare.

Enter a moment into the poet's mind. He is profoundly moral if he is a true artist; but he is not always thinking of ethics? Can you not conceive that for once a poet may have spoken out in the very joyousness of his heart, or in the

poignancy of his grief, and that he spoke because he felt to the depths of his nature? Do you yourself never go out into the freshness of a spring morning and breathe its spontaneous vitality? Do you never drink in the bracing air of autumn as you stand before the glowing trees? Do you never feel the rosy-cheeked vigor of winter days as the snow beats against your face? Or the dreamy languor of the summer nights under a low moon without thinking of a moral? Do you never feel indeed without thinking? When you hear the laugh of boys and girls, do you think of its ethical value? When in time of sorrow your friend clasps your hand do you think of the moral lesson it conveys? Are you human, indeed, or do you inhumanly push a lesson into the things that God has given us to feel without hearts? Ah! could one express those feelings, how it would fill his soul! The poets have done it for us. Shall I drink in the loveliness, the tenderness, the glory, of their words, or shall I harp on the "thought side?"

As to "form-side" and "thought-side," what shall I say? First let me say emphatically that the terms are unmeaning. You can no more separate thought and form in literature than you can separate sound and rhythmic movement in music. If I reduce a Beethoven symphony to the sweet sounds of which it is composed, or if I beat time to a silent orchestra, am I giving you the immortal music? If I wish to know the meaning of a statue, I do not go into a marble-yard to inquire about the material out of which the statue was carved—its weight, cost, source. Nor do I measure the height of the body, the length of the nose, the width of the brow. I look at the statue itself and its art that has combined substance and form gives me a thrill of pleasure, that has, I am glad to say, a moral effect. Beauty has stirred me. I have not worried about thought-side or form-side.

My own feeling, then, is that thought and expression in literature are not two things, but that their union is a thing that is better than both. In my classes I try to work from this point of view.* I would teach not thought, not form,

*A personal digression may be pardoned. Some of the students who come to me have a preconceived notion that my only care in literature is for form. One senior asked me when I first came to the University, Did I intend to teach literature from the point of view of metre? The mistake is not hard to account for. There are many persons who, if

but literature, the subtle union of the two. I do not try to get at literature from either the thought-side or the form-side, but from the inside. To potter with pedantic distinctions is to stand on the outside of the subject, seeing not its significance.

And now as to the teaching of this "mere literature." I have one more evil to attack, and I have done with complaint. I wish to protest against the teaching of literature by what I shall term the admiration method, wherein it is the teacher's chief function to read a few lines aloud and then say, "How beautiful and keep this up until the work has been—mastered. I yield to no one in the admiration of good literature and I should find it no uncongenial task to point out to my students the beauties in the poems that they read. But I ask myself, Is this the way to teach literature? And if not, what is? And the answer I have set for myself is this: The way to teach literature is to make the students understand it.

I anticipate an objection. "But," you say, "we must make our students love literature, or at least enjoy it; and when we have done that the understanding will follow." Not necessarily, unfortunately. We may very often have injurious pleasures, we very often love wrong things, we very often yield to unintelligible things, so that enjoyment does not imply right understanding. You know, surely, that there are many students, especially boys, who remain perfectly deaf to your appeals to like this poem or that essay. Or even when they grunt an assent to your impassioned "Now, isn't that beautiful?" how deep down do you think your teaching has gone? But why does the boy enjoy his blood and thunder story of robbers and detectives and the hero who always comes out on top? Because his taste is depraved, you answer. That is true, perhaps, but it is at least his taste. You would improve it by saying "Dreadful, but Longfellow is beautiful." Is that a cogent argument?

For what is taste? It is judgment, is it not? It is something intellectual, something based on apprehension, on

you say a thing is not white, will instantly believe you called it black. When I declared that thought was not the only thing in literature, it was easy to believe that I said the only thing in literature was form. That would be as absurd as the other extreme.

knowledge, on understanding. The boys enjoy the things that they understand, the newspaper-readers enjoy newspapers that they understand, the novel readers enjoy novels that they understand, we all enjoy what we understand. Then I ask, is it not logical to learn to enjoy by understanding, instead of trying to understand by enjoying? Again, do not misapprehend me. I would not cram my classes with bare fact, but so far as in me lay I would endeavor to stimulate them to understand. The rest would follow. Of course, no one will assert that anything whatsoever that a man understands he will enjoy. An intelligible first-year essay is not necessarily enjoyable. But this principle is clear: true enjoyment is based upon true understanding.

If you will permit, I shall quote from a former article of mine.*

"The aim in teaching literature is, I think, to give the student a thorough understanding of what he reads, and the ability to read sympathetically and understandingly in the future; to place the student face to face with the work itself and to act as his spectacles when his eyesight is blurred. Granting we concern ourselves with pure literature only, just how shall we concern ourselves with it? There are many methods but these methods are of two kinds only: the methods of the teacher who preaches the beauty of the poet's utterance, and the method of him who makes his students systematically approach the work as a work of art, find out the laws of its existence as such, the mode of its manifestation, the meaning it has, and the significance of that meaning—in brief, have his students interpret the work of art and ascertain what makes it just that and not something else. Literature, as every reader profoundly feels, is an appeal to all sides of our nature; but I venture to insist that as a *study*—and this is the point at issue—it must be approached intellectually. And here the purpose of literature, and the purpose of studying literature must be sharply discriminated. The question is not, apprehending literature, how shall I let it influence me? The question most definitely is, how

*The Dial, July 1, 1894.

shall I learn to apprehend literature that thereby it may influence me?

"As far as class study is concerned, the instructors must draw the line once for all between the liking for reading and the understanding of literature. To all who assert that the study of literature must take into account the emotions, must remember questions of taste, I can only answer impatiently yes, I agree; but between taking them into account, and making them the prime object of the study there is the difference between day and night. It is only by recognizing this difference that we teachers of English cease to make ourselves ridiculous in the eyes of those who see into the heart of things. As a friend of mine puts it: To understand literature is a matter of study and may be taught in the class-room; to love literature is a matter of character and can never be taught in a class-room. The teacher who tries chiefly to make his students love literature wastes his energy for the sake of a few students who would love poetry anyway, and sacrifices the majority of his class, who are not yet ripe enough to love it. The teacher who tries chiefly to make his students understand literature will give them something to incorporate into their characters. For it is the peculiar grace of literature that who understands it, loves it. It becomes to him a permanent possession not a passing thrill."

It may be said that this method does not consider all that the student is interested in. I answer that in every study, the student is going to do something for himself. I like to call chiefly, upon the student's own powers, and I recognize his ability to gain greatly in his closet. If then, you tell me that my plan leaves this out and that out, I can only deny it. It *assumes* this and that. I do not tell the student what he himself can learn and does learn, and thereby waste his time and mine. I do try to tell him the things he doesn't know and cannot see, and the rest we take for granted.

I know that the reforms I speak of may be a long time in coming, but that they will come, I dare feel sure. And until they come, the question of English in this state will be unsolved. You may try many methods, but until you try one that is built upon fact, you will not succeed. I beg of you to look things squarely in the face, and draw the right conclu-

sions. If my argument is false, point out its error and I will thank you with all my heart. If my argument is true, can you remain in any doubt as to your course? It is not the aspiration of the University to fight single-handed, although that is a task it will not shrink from. But if a few of you now, and later a few more, will join hands with us, we may look forward with confidence. The field is broad enough for us all. We may each win success, and each victory will be more than a personal triumph.

For it is a precious privilege to bring the treasures of literature to expanding minds. It is a precious privilege to guide the pen of students whose initial, confused ideas will some day take concrete form. It is a precious privilege to teach English boys and girls whose mother-tongue it is, whose spiritual life it represents, whose dominant nationality it emphasizes. The privilege carries with it a responsibility, not so great that it need dim our vision, nor so heavy as to burden us past the possibility of advancement. The work is here to our hand. Shall we take it up?

INDIANA UNIVERSITY.

PROGRESS IN THE DISTRICT SCHOOL.

NORMA L. ANCONA.

This nineteenth century has been a time of wonderful progress. No one period in the world's history has been marked by such an advance along all lines; and in few things has this advance been more strikingly apparent, than in the changes which have taken place in schools and methods of instruction.

A few generations ago, schools, especially in country districts, were in session for two or three months in the year. The schoolhouse was but a shelter, having few comforts and no conveniences. The master, some young student, maybe, of law or divinity, who sought by the scanty profits derived from his winter's teaching to defray his expenses of further study at Harvard or Yale, taught what might be considered the rudiments of an education. His labors were confined to teaching the pupils to read with a moderate degree of proficiency, to write legibly, to spell with some degree of respect

for the rules of orthography, and to know as much of arithmetic as would enable them to make very simple calculations. His system of instruction was crude in the extreme. He knew no way of imparting knowledge but by the rod. He made little attempt at classification and had no standard save his own. Courses of study were unknown; the day of the teachers' institute was not yet at hand. Of the numerous and valuable works on the theory, science and practice of teaching now within reach of all, there were none. Teaching was to him but a stepping-stone to what he considered higher things; certainly to more remunerative callings.

Again, the indispensable appliances of modern school, the absence of which from the school-room to-day, would cause surprise and unfavorable comment, were wholly wanting. The maps, globes, charts and models, which enable the eye to make clear to the mind what would otherwise be confused, found no place in the school-room. To explain away difficulties, to elucidate obscurities, to make smooth the rough path of knowledge, formed no part of the duty of the master. His business was to stand, rod in hand, while his pupils pondered for the most part hopelessly, over lessons which a few words would have sufficed to explain. With little or no knowledge of the workings of the child-mind, with no knowledge of the principles which are the foundations upon which the superstructure of successful method must be built, his success was necessarily limited. His greatest power for good lay in his own personality. If that was strong his measures, even though weak, were often potent.

Now steadily, year by year, professionally trained teachers are filling the ranks and with their advent improved schools everywhere are the result. Progress has been made in every direction. The term of school is longer. The pupils enter more frequently at the beginning of the term and remain to its close. Then, too, each year the number of pupils who finish the common school course of study, pass the examination and are graduated, increases. Where ten years ago two or three pupils in a county were graduated, in our own, Vanderburgh, thirty-five passed the examination successfully in 1894. These pupils, for the most part, enter the high school where they reflect credit upon the schools from which they

come, for they invariably take rank with the best in their classes. The opportunities for general culture are increasing. To-day the pupil of almost any country school can carry home with him some book from a small but always well selected school library which will furnish entertainment and instruction, not only for himself, but for the entire family during the long winter evenings. He is no longer obliged to fall back upon the almanac as his only resource.

But time forbids that all points wherein this progress has been made should be mentioned. As it is, the teacher of the district school feels that he holds his position easily among the best. He does not apologize for his school, neither does he hear it spoken of disparagingly without courage to defend it. He fearlessly and proudly claims that it is one of the most valuable agencies for the elementary education of children, and what is more can substantiate these claims with proofs. The many difficulties which have presented themselves for solution in the problem of bringing about the best organization and administration of the country school, with its special peculiar conditions have been to a great extent solved. The teacher views the results in his nicely organized, smoothly running school with satisfaction. Yet he does not rest in slothful content with things as they are, but is ever on the lookout for anything that promises further opportunity for improvement. To hastily review some of the peculiar conditions of the school and the difficulties which have been in the way of bringing about a successful organization, to glance at the school as we find it to-day, and to note some of the possibilities of further improvement in the future, would perhaps be not unprofitable.

In any given school of from thirty to forty pupils, varying in age from six to sixteen, taught by one teacher, we find children of unequal ability and attainments who make unequal and varying progress. The great question is how to provide the best possible instruction in all the essential branches, adapting this instruction to the need and ability of the pupils in such manner as shall permit of progress. The plan of grading the school with year or term intervals between the grades is generally adopted for the solution of the question.

This system of grading provides, it is true, very many class-

es exercises; as many indeed as are represented by the number of grades in the school, determined by the course of study, multiplied by the average number of branches therein. Twenty will probably be the minimum of recitations and this is too many for satisfactory class instruction and drill. But just here, the success of school demands an elastic system of classification and gradation. It must not be dominated by and sacrificed to the fetich called the graded system. In practice various feasible modifications are made. Since the classes are all taught by the same teacher, a pupil recites if best, in different grades, strict grading being sacrificed to the best possible classification. Thus a pupil may recite in the fourth grade in arithmetic, and in the fifth in geography, reading and other branches.

Again a bright pupil in the upper class, which usually contains but two or three pupils, with very little assistance from the teacher may work to advantage ahead of his class while he continues to recite in it. Thus by daily reviews he acquires skill in various processes, and skill of some sort is the chief end of more than half the exercises of the elementary school and requires repeated action. Thus it is seen that the one-teacher school affords a happy combination of class instruction and individual work—especially in the case of bright pupils.

Another modification may be made in certain branches, such as writing, language and music. The wise teacher adapts his instruction in these branches so that the entire school, divided into two or three sections, is taught with a saving of time and excellent results. However, in the district schools, not only is this flexible system of classification and gradation followed but the course of study, too, is adjusted in such a manner as will conduce to the best results.

The essential thing in the graded school is the graded course of study. To abandon it is to abandon the system as such. But experience has shown that it is not always best to prescribe an invariable order of topics and exercises. The limitations and conditions of the school necessitate variations from the prescribed course. System and order must often be sacrificed to the needs of the pupils and the limitations of the teacher. The success of the schools demands imperatively

not the blind following of any course but the common sense adaptation of it. Disappointment and failure are the result of ignoring conditions and limitations.

Still, when the best has been done, we find that nearly all of the modifications permitted in the present system with its year interval between grades, relate chiefly to the grading and advancement of pupils. The course of study lacks the flexibility necessary to the best results. Here is room for the greatest improvement and one of the most distinguished educators of the day has lately proposed a plan for the organization of the district school which, upon careful consideration, recommends itself highly, for it promises far more excellent results than the present system—good as it is. This plan he calls a three department organization based upon the psychical transitions which appear in the elementary course of study. In the first or lower primary classes he would have included pupils from six to eight years of age. This is pre-eminently the objective period of training where skill is acquired largely by imitation and the reader is the only book needed.

Next he would have what might be called a transitional period of three years. During this time the pupils pass gradually from concrete facts to simple generalization, from processes to rules, and from the known to the unknown by either imagination or thought. During this period the pupil's skill is increased by practice under guidance. The next three or four years would constitute the advanced or grammar period, the pupils having now sufficient skill in interpreting written or printed language and sufficient thought power to study, with proper instructions, geography, grammar, physiology, history and a complete arithmetic.

Thus it is seen, the grading would be about the same as that secured by the division of the school into three departments when the number of children is sufficient to employ three teachers. This is a simple and natural grading for the country school. The distinction between the grades is sufficiently marked and at the same time the pupils in each grade can be re-classified from term to term, thus keeping the number of classes as few as possible and at the same time putting the pupil where he can make the most progress. In the prin-

cipal branches the number of classes need not on an average exceed four, and the grade exercises in writing, language, etc., can be given in the same period. The present course of study would need rearrangement, the studies and exercises being grouped, thus dividing the course into three well-defined sections. It need not be divided into year sections. The teacher should be left free to form classes with varying intervals between them, the ability of the class determining the rapidity of its progress. To reduce the number of classes in any given grade it might be necessary to take up parts of subjects in a different order from that laid down in the course of study, and no two classes would make equal progress.

The essential provision is that the work provided for each grade must be completed as a condition of promotion to the next higher, thus establishing a clear distinction between the grades and at the same time allowing that flexibility of classification which is so essential. Pupils are not to be stopped at the line separating the two grades until they reach the standard in all the branches in the lower grade, but they may whenever prepared to do the work of the higher grade, be permitted to pass the grade line in that branch. It will be found, however, that most pupils will be able to pass the grade line in all branches at the same time, although such a result should not be forced.

Such in brief is the plan. The district school will not permit of perfect organization. It has its necessary limitations and conditions and after the best possible has been done it will still have its imperfections. But since the most hopeful improvement lies in the adoption of the simplest possible grading and most flexible classification, the organization on this proposed new basis would surely be a step in the right direction. Gladly would the earnest teacher hear sounding along the line the order to move forward and eagerly would he seize another opportunity, were it offered, that would result in making all his endeavors to promote the best interests of the school, more fruitful.

EVANSVILLE, IND.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

CHICAGO UNIVERSITY.

The Faculty and students, and people of Chicago are beginning to expect from Pres. Harper, in his convocation address at the opening of each quarter, some delightful news as to the progress of the University, not what is simply talked about, but what steps are actually taken for the immediate future. In his last address he announced a gift of \$175,000 from Rockefeller for running expenses for next year; which, with resources already in hand, gives the University \$600,000 for running expenses for the year. He also made an important announcement of preparation for work in Pedagogy commencing July 1st of this year. All who are interested in this subject will be pleased to read the following extract from his address:—

In a university in which three hundred graduate students are preparing themselves for chairs of instruction in schools and colleges, it would be a fatal error to overlook the need of pedagogical instruction. The lectures of Mr. J. J. Findlay, appointed by the English Commission on secondary education to visit America, before the members of the University upon "Arnold of Ruby," "Present Day Problems in English Education," "Higher Training of Teachers," and "Herbartian Curriculum with Reference to Recent Experiments in Modern Language Teaching at Jena," were greatly appreciated. These lectures formed an appropriate introduction to the work of pedagogy, which will be organized during the coming year. Associate Professor Bulkley was appointed by the trustees to the chair of pedagogy three years ago. Her time since the appointment has been devoted to study and research in European universities. With the beginning of the next scholastic year, the department of pedagogy will be organized under the direction of Prof. John Dewey, who is also head of the department of philosophy. In addition to the work of the members of the philosophical staff and that of Prof. Bulkley members of other departments in the University will contribute courses, since, without question, only ex-

perts in a subject can show how best to teach that subject. The supplementary staff of the department will be organized under five heads: the college staff, consisting of those who will deal with college work; a staff for grammar school work; a staff for work of the primary grade; and a staff for kindergarten work. In connection with the department there will be organized as early as possible, practice schools of various grades. These experiment schools will constitute the laboratory of the department. The University itself is in a sense a pedagogical laboratory and as such will render service to teachers of all ranks. Those who know the lack which everywhere exists of trained teachers, will appreciate this new step to be taken by the University.

AN EXPERIMENT IN READING.

Supt. O. T. Bright, in Cook county, Ill., wishing to ascertain if the children of the country schools would read if they had the opportunity, and if the parents of the children would be interested in having their children read, purchased fifty sets of books, twenty-eight books in a set—the books ranging from the second grade through the different grades—and loaned them to the different schools in the county, to each from a month to six weeks at a time. The writer was present last Saturday at the “experience meeting” of the Cook County Teachers’ Association. The report of the fifty teachers who had had the books was made, and in nearly all cases was very satisfactory.

An interesting thing to one who has scarcely known of any nationality in school except American children, was to hear of the variety of nationalities represented in the Cook county schools; one teacher said she thought every nation in Europe was represented in her school, together with a few Yankees. And yet in that conglomerate mass nearly every child was reported as anxious to read the different books. The parents were reported in many cases among the German families to have been much interested in Grimm’s and Andersen’s Fairy Tales because they had read them in their native tongue when they were young and were pleased to find them given to their children in the English.

Only one case out of the fifty reported any dissatisfaction

from parents in regard to their children reading. One teacher said a patron said to him, "I don't want my chil'ern to be a readin' them there books. They haint got no time to be foolin' away that sort a way. I've got work for 'em to do when they git home."

Several reported the parents objecting to their children reading the fairy stories because they were not true stories. One teacher reported his district so interested in the books and so anxious to have them for their own that two little girls, neither one of them over ten years old, had gone around and collected ten dollars from the patrons of the school to buy the collection and they said, "We have not seen every one yet."

I thought we had from the reports sufficient ground to make this generalization: Children do generally like to read and will read if they have the opportunity; therefore, if they are not provided with reading matter at home it is the duty of the teachers and the school officers to provide them with books and papers at the expense of the state, as they do other school necessities.

It is always conceded that a library is a necessity of a university or college; it is coming to be understood that it is also a necessity to the high school. Cannot teachers hasten the time when the library will be believed to be just as much a necessity to the common country schools? The Indiana Young People's Reading Circle is doing much to foster this sentiment in Indiana. When each school-house is supplied with a library suitable for primary and grammar grades it will be the most effective instrument in the hands of the teacher. To this end, and in other more immediate ways, the Indiana Young People's Reading Circle is the most potent influence now at work in this state. J. S. T.

EXAMINATIONS.

No feature of school work has received more attention than that of examinations; and none have been a greater source of affliction. This fact indicates that something is wrong, either the examination itself or the method of conducting it. It would seem that college professors would be first to hit up-

on a rational solution; but it appears from an article in the February *Forum*, 1895, on Student-Honor and College Examinations by Prof. Stevens, that they have reached no solution other than two methods of preventing cheating in examinations—appealing to the student honor or by espionage. The purpose of the writer in the article referred to was not the same as that of this article; but the inference here is gleaned from the facts he gives. His purpose was to test the tone of honesty “among American colleges, so far as this can be manifested in the standard of student-honor in examinations.” To this end the writer addressed certain questions to a “majority of the leading American institutions.” His fourth question called for the method of preventing cheating in examinations, whether it “should be prevented rather by the vigilance of the examiner than by an appeal to the honor of the student.” The following are types of the answers given:

“I think that the faculty are divided, though I feel sure that a majority believe that simple vigilance, unaided by the student's moral support, will not be effective. For myself I believe that temptation should be removed, so far as possible, by separating theseats and by a certain amount of watching.”

“If you adopt the honor system, do not spoil it by doubting the word of a student. An honored professor once told me that he required a written pledge to the paper, ‘but,’ said he, ‘we watch them, too.’ This is a mixture worse than either plan alone.”

“Both methods are used. I am sorry to say that human nature being weak, an appeal should be made, *and* the instructor should be *present* and *watchful*.”

“We employ proctors to assist the examiner. I object to putting students on their honor by means of their written pledge or affirmation.”

If examinations put such a strain on the pupil's honesty as indicated by the answers received, even should the two capital methods used forestall the outer cheating, the inner desire and determination to do so must be strongly provoked. The heart cheats, but the hand is honest and all goes well. If it is the nature of examinations to put such an unbearable strain on the pupils' honesty, the solution is easy—abolish

them. Or, if the evil comes from the manner of conducting them, then the remedy lies in another direction.

It is interesting to note that, while these two methods seem to be exactly opposite—the one absolutely distrusting the student and the other absolutely trusting him—they are exactly alike in both being methods of distrust and suspicion. What is the real difference between watching a student and requiring him to sign at the close of his examination the following, given as an instance by Prof. Stevens: "I pledge my word of honor that in preparing these answers I have not received aid from any person, book, manuscript or any other source whatever." The very fact of putting a student on his honor challenges his honor—assumes that he is off his honor unless put on it. When he is put on his word of honor he is reminded that he has another word of dishonor to be used when not on his word of honor. The honor system as a system is absolutely based, with espionage, in suspicion and distrust. One of the foregoing replies says: "If you adopt the honor system do not spoil it by doubting the word of the student;" which translated reads: If you adopt the honor system because you believe there is dishonor in the pupil "do not spoil it by doubting the word of the student." Or, more literally, if you doubt the honesty of a student so much that you put him on his word of honor, do not spoil his dishonesty by doubting his word. Thus the honor system, while sounding so high-minded and honorable, is only a sugar coated and more subtle form of suspicion and challenge of honor than the system of espionage.

But what is worse, the very fact of an examination is generally a challenge of honor. Suppose a student present himself for admission to college. Instead of the president or professor stating to him as a matter of necessary information what qualifications are needed for successful work in given lines; and, after hearing the pupil's statement as to what he has accomplished; and after advising with him, instead of leaving him to decide the matter for himself, he puts the student on examination to make him prove what he has said. As much as to say to the candidate: "You, sir, say you have read four books of Cæsar, but I will find out for myself; I do not believe you know it if you have read Cæsar; and then you

may be lying to me." Why not let the student take the risk after due council; no one else is in danger. It would indeed be a rare case to find a student who would deceive under such circumstances; and should he do so he is sure to be caught in the recitation work. All the professor wants is ability to carry the work; and this is the test he ultimately relies on. If candidates for admission are honest, and their former teachers can be relied on for the work accomplished, why examine the candidate? This principle applies to admission into every grade of school work. The student, by consultation and advice, enters upon a course of work, and in so doing takes more risk than the teacher. The whole school course is a corrective and adjusting process; and if the student should enter poorly prepared he can not get out so; and will have to remain longer than the usual time to make good his poor preparation. If the pupil's honor can be taken as a matter of course—the only way to respect it—why examine him for admission; and if it can not, thus calling for the examination based on suspicion and guarded by espionage or pledges of honor, then what?

But suppose that examinations be held over pupils, like daily percent marks, to influence to diligence and perseverance in well doing, the distrust is more subtle and still more damaging. It is a distrust of the soul's highest and strongest motive, that to the acquisition of knowledge. The teacher who addresses himself in good faith to the pupil's craving to know and the fitness of the external world to gratify that craving can find no place for examinations as a motive to study; and knows that he can not use them as such without perverting the pupil's moral relations to the world about him. The examination as a motive to study is an apology for poor teaching and not a necessity in teaching; but if it were simply a harmful apology the result could not be so serious. The Forum article above referred to, suggests the positive strain on the moral nature, suggested by the fact that the great question touching examinations is, how to prevent cheating and lying. But if we may overlook the bad effects on health from the fearful anxiety and long nervous strain from the impending crisis of periodical examinations; and, also, the moral strain in the agony of a last fearful momen

on which the fate of life depends, the indictment against examinations as a motive to study is sufficiently strong to convict them in any criminal court of pedagogy.

The mind learns by direct tension with the object which is to be learned; and any intrusion of a foreign element, as percents, prizes, honors, rivalry, emulation, or examinations perverts the pupil's natural and ethical relation to the world he studies. The pupil must maintain proper relations to the world of nature and thought as well as to his fellowman, both as a condition and a result of moral training. The highest ethical requirement is, that self-activity do not contradict itself; play false with itself; and this is just what is required when artificial incentives to study are introduced. The mind is induced to an insincere attitude toward knowledge. This is a much more subtle form of mischief than that at which we are usually frightened; and apt, therefore, to do more damage.

Are we safe, then, in concluding that examinations are not only not needed as motives to study, but that the genuine motive to study, that the pupil may be kept in ethical relations to the world about him, absolutely forbids them, as motives to study? Then what are examinations good for, and when permissible? So ingrained in our system have examinations become that to question their legitimate function makes one shrink as from a rank heresy. But when they are restricted to their proper place as a legitimate and organic feature of the teaching process they will have so changed their character that they will not be recognized under their usual name. If not needed or permitted as motives of study, there is but one use left for them; and that is to test the condition of the pupil's mind in relation to a given subject—to test what is learned, if not to stimulate to the learning. But how can this necessity arise when the daily recitation is a better test than examinations, as they are generally understood. In the course of well-conducted class work pupils will often write the recitation instead of reciting orally. The oral and written recitation work, together with papers prepared out of study time, is a much more searching test than the formal, periodical examination. The teacher's whole work is an examination. Pupils should be examined continually and as a

matter of course; always so that they will not feel anything unusual is happening, and without any question of honor or dishonor. It certainly is a sad reflection on a teacher who has drilled a class, say for a month, to claim that a special examination is needed to reveal to him what the pupils know of the subject studied.

Then shall we have examinations? Yes; in a way so that they disappear; no; so teach that it includes the examination. By examining continually there need be no examination. But how is the superintendent to know the state of the pupils' minds? Let him ask some one who does know; or watch the proceedings of class work; or turn his hand to instruction awhile. The function of the superintendent as an examiner of the school for purposes of promotion and graduation is a neat bit of irony any way. Why should the superintendent, the head of the teaching force, do the easy, mechanical thing leaving the teacher at the post of art and genius? It requires much higher knowledge and skill to teach than to examine, as the matter goes. If it has to be done and the janitor is too busy to attend to it, or if the examinations are really necessary to keep the superintendent busy or out of mischief, let us accord them their true pedagogical value and restrict them to the sphere of least mischief.

At any rate, the solution of the examination problem does not lie in either the direction of espionage or the so-called honor appeal. The trouble is, that while a dilemma taken literally has but two horns, taken practically it always has three. There must be a third and deeper solution which involves no contradictions and which organizes naturally and harmoniously into the process of instruction, and which does not stand over against it with a constant menace to the integrity of thought and action.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School

THE INDIVIDUALITY OF NUMERALS.

The following is a part of an article on the above subject which some time ago appeared in the Pedagogical Seminary by Margaret C. Whiting.

To this day I have kept, unchanged, my first opinion of the numerals, which (I had almost said *whom!*) I judged as individuals and never as abstract symbols. I began to hold these notions at about eight years of age, when arithmetic first became known as a study. Belief in them was held without question, for at least four years, during which time they made the study as enchanting as a fairy tale to a mind that has since been ill-disposed toward mathematical exercises. * * * *

I will begin by giving a descriptive list of the characters employed in the combinations:

1, 2 and 3 were children. 4 was a woman, a good self-sacrificing woman, who always reminded me of Edna Kenderdine in "A Woman's Kingdom."

5 was a mischievous, reckless young scamp with animal spirits, a capacity for getting into scrapes, and luck in getting out of them.

6 was a prince, amiable and possessed of very good manners, easily cheated by impostors, weak and dependent.

7 was an arrant rogue, full of schemes for his own advantage without regard to others. (A character so unscrupulous that I always considered him bad for general society.)

8 was a lady, high-born and haughty, gracious to the unfortunate, severe to all offenders, a musician and in all ways accomplished, by far the most distinguished of the company.

9 was reckless but generous, always helpful to others, always disregardful of self. A noble but (what I considered) irritating benevolence ruled his acts. He was very tall and walked so carelessly that he often stubbed his toe.

10 was a great lord, cold and formal. He took the places

assigned him as his right, was too elevated in station to help or hinder the other people.

11 was the herald of the king. He ran before 12 and prepared the way for royalty. He was very clever and always busy.

12 was the king. He was merely a majestic figure-head; and noticed only those who had climbed near the throne.

It will be noticed that my list of numerals included 11 and 12. I do not know why these were added, but it would seem because of their picturesque qualities their combinations contributed to the little drama they played together. The earlier combinations were too easily grasped to be important; the first move of interest was caused by 5 when he coaxed an innocent child to help him run away from home. 5 runs till he reaches 10, but before he gets there he stops to help 6. 5 can not put 6 into 12, where he wanted to go, and so drops him next door to 12. Though good natured, 5 is easily moved by wickedness and so is persuaded by the designing 7 to help him, instead of 6 into 12. At this, 8 is so angry that she thrusts thoughtless 5 into 13. Here he stays till kind 9 rescues him and puts him into 14. 2 helps 6 into 12, but he cannot stay, for 7 is already there and the place is not large enough to hold both. 7 is stronger than 6, and so succeeds in putting the unfortunate prince into 13, which is a mild prison. 8 bent on justice, finds 6 who is crying but doing nothing to get into a better place; she puts him with 14, which is very pleasant but beneath 6's dignity. 7 is already in 14 by the aid of 2. 8 turns out 7 and hurls him into 15, which was a dungeon. (The word "hurl" I always used to express the scorn with which 7 was righteously treated by 8.) In this dungeon 5 has already got himself by the unintended move of 3. With his usual luck he persuades 4 to pity and transfer him to 20, which was a most desirable station. Then 8 takes her place in 16 tranquilly and welcomes 6 to her side in 17 whence he takes his own place 18. Here 9 finds 6, from which 4 leads him to 24. 24 is a luxurious spot fitted to 6's disposition if he could only have staid in it! * * * Meanwhile lordly 10, untroubled, has pursued his path. He finds in 5 whose mischief is broken, a glad reward and they go together to 50. 5 was thoroughly frightened at the result of

his recklessness on 6, and from this time he makes himself small, and is very useful to 11 and 12. Philanthropic 9 gives 7 one more chance to reform, and offers him an asylum at 63. Here 8, pausing at 64, looks back, and for the last time sees 7, ere she takes 9's escort to 72. 7 justifies 9's belief in his repentance, for he causes no more trouble, though after 10 puts him on his feet in 70 he makes trouble in helping 11 get ready for 12.

After this dramatic episode between 5, 6 and 7 had come to a conclusion, my vivid interest in the combinations subsided. I no longer followed them with bated breath, though I faithfully carried out the fortunes of the rest up to the end of the 12 times 12 table, and I cared a great deal about the fate of 9, who was the first of the company to outlast the figure 100. I was always glad, too, that he ended on the even number 108. * * *

I can only report these true memories that are more clear to my mind to-day than the faces of my early playmates; to me they seem the mental deviations of a child who tried very successfully to make entertainment for itself from the irksome and otherwise distasteful study of arithmetic. Candor also compels me to state that the only mathematical combinations that now return naturally to mind in a moment of need are these that figure thus fantastically adorned by vain imaginings.

"METHOD" IN GEOGRAPHY.

"The so-called analytical method begins with the general relations of the earth as a heavenly body and ends with the home; proceeds from the whole to the parts; takes up the attributes of the earth and its several parts, one by one, in logical succession, pointing out the causal connection between them, deals with the earth as a whole, so that all the details afterward learned may fit into the right places and be always understood to be parts of a whole. It is strictly systematic and bears a scientific stamp, but it necessarily assumes the most general and important geographical conceptions and consequently is adapted to schools of high grade. This mode of treatment pre-supposes some familiarity with phenomena,

some mathematical and physical notions and a somewhat matured understanding."

"The so-called synthetical method begins with a single portion of the earth adds the other parts and finally unites them into one whole; it imparts the necessary preliminary geographical notions; it constantly uses the knowledge gained in the locality already considered in illustrating the unknown in the localities to be studied. The usual way is to begin with the home and proceed to the province and native land and then add the corresponding continent and other divisions and close with the earth as a heavenly body, but one could begin with the simplest, most undeveloped form of country and gradually pass to the more richly developed. It is an elementary method, is adapted to the powers of the pupil, advances from the near to the far, from the known to the nearest related unknown, from the simple to the complex, from the easy to the more difficult, and is best suited to the geographical instruction in primary schools and the lower classes in secondary schools. The objection to this method is that it withholds too long from the pupil a survey of the earth as a whole, and especially the understanding of the astronomical phenomena daily occurring before his eyes, may be removed by giving a general outline of mathematical geography and the divisions of the earth directly after completing the study of the native land."

Compayre thinks the plan best "which starts from the village or city where the pupil lives and extends from place to place, till it finally embraces the entire earth. The child must not be kept too long on these preparatory studies. General geography ought to be combined with local geography."

Laurie recommends the home study (synthetic) as far out as the country, then "an outline of the earth as a whole," after which the native lands should be taken, then the other parts of the earth.

It is coming more and more to be a part of our common educational belief that true geography work is based upon actual observation. In many primary schools observations on directions of winds, clear and cloudy weather, etc., are carefully made and recorded. The soil, gutters, ditches,

and creeks, and plant and animal life, habits and uses; the people themselves, differences in color, occupations, etc., are all noted by the pupil in his own neighborhood or experience. Walks are taken to streams, bluffs, springs and woods, and these, in a few schools are afterwards extended into 'vacation excursions for the purpose of visiting typical physical features and associating with them memorable deeds and present habits of the people.

This, in the meaning of the two kinds of "method" quoted, is synthetic. But this observation of the soil, of winds and weather, of plants, animals, and man, all in their mutual relations and in their relations to the home (or spiritual life) of man—such an observation as might be made in any neighborhood would require a lifetime if exhaustively studied. In fact, if the work were to be thorough, home geography would be all that ever could be taken.

But many of the facts of home geography cannot be comprehended unless general geographical notions are gotten, unless the earth in its entirety is studied. Our change of seasons, day and night, prevailing winds cannot be explained from facts the pupil gets in home geography. Neither will home geography explain the fact of sugar, tea, coffee, spices, oranges and almost countless things in our groceries. If the synthetic only is followed all these phenomena which are daily occurrences must wait several years before they will be reached, even if no exhaustive study is undertaken.

It seems tolerably clear to most teachers that the first or primary geography work should be home geography, actual observation. This gives notions of land and water, forms and uses, plant and animal habits and uses, and constitutional life, all of which must be used at every step when taking a region away from the child's home and experience. Northern Siberia, Greenland, northern Russia are partially understood, and as fully as they can be understood, by thinking if our winter were almost interminable, if the sun were to rise in the far south, move barely above the horizon a few hours and go down in the west, and for many, many days not rising at all—only by putting into those regions the notions of our own, modified as fully as they may be able to do, can we form any adequate notion of what they are.

It also seems tolerably clear that this "home" work should not cover many years, but after two or three years, probably, the geography work should then be taken up from the other end of the line and the earth studied as a whole. From this, advance to a study of the great land and water bodies and then a consideration of the land only in its characteristics and divisions, etc. These notions of the earth as a whole will help to explain several every-day phenomena, and the study of foreign nations helps to make clear many phases of our own.

The question of just the range of matter to be included in the "home" geography work and the best way of taking it up is a question that each teacher or superintendent must settle for the time being, but which very few would be willing to consider as final. This is also true of the "home" work that may be (or should be) done in connection with the work after it is begun analytically, or when the earth has been considered as a whole and its parts then taken, and the parts of these parts, and so on.

The relation of the subject of geography to the other school subjects and to physics, chemistry, geology, etc., and *how much* and *what* of these subjects should be considered in connection with the work is also an open question and persons interested in clearing up our common school course have plenty of room to work in the subject of geography.

WHAT WAS THE DIFFICULTY?

The recitation in arithmetic was begun with six pupils out of the twenty-four attending to the work. Of the remaining eighteen, six were going on with the solution of the problems in the lesson, four were reading in histories, and the rest were reading in readers and geographies, writing in notebooks, and simply and idly looking around the room. The recitation with two exceptions was carried on entirely with the first six mentioned. Each pupil "went through" the whole problem and as they were somewhat long and difficult, those who listened when the pupils began, gradually ceased to do so; and when he finished there were hardly enough to raise hands on whether or not the solution was right.

In this and similar cases it is frequently pretty hard to tell what the real difficulty is. It was perfectly evident the pupil and teacher were not in unity—that was so sadly broken that it is probable the day of grace has been sinned away and that perfect unity can never be restored between that teacher and those particular pupils.

An onlooker was impressed with the fact that the pupils paid very little attention to what the teacher said. She remarked as they were ready to begin the recitation that "we will take the arithmetic work now." This was said in rather a low tone but all the pupils could easily have heard her if they had not otherwise been engaged. She seemed to expect them to sit at the right of the desk, but the six who conducted the recitation were the only ones who made a move in that direction. The teacher called on John to recite and went on with the recitation just as if the whole class were following.

It was a question if the great difficulty was not in the fact that the teacher did not require the pupils to follow the directions she gave. When she said they would take up the arithmetic work, if she had waited a few seconds until every pupil looked up or in some way indicated that he was ready for the work, she might have had the attention of twenty-four at the beginning of the work. Then if she had requested an attitude of attention, this might have been to put all paper, slates and pencils at one side and take the right side of the seat and stand at the right side of the desk in the aisle—all this would have given the outer conditions of a good recitation. All the pupils would have been attending to the work, whether they were able to hold out faithful or not.

When she asked for the hands of those who had questions, criticisms and suggestions, every pupil in the class should have been required to show himself for one of the three. This would also have resulted in better work for every member. I mean simply this—she should have insisted on every pupil doing what she asked him to do. It seemed to me this was the great difficulty—she gave directions to the whole class and sometimes as few as one-fourth only paid any heed to them and the teacher made no effort to see that all attended to what was done. There is still another thing to be said about the recitation. The problems were quite long and

difficult, and one person was selected to put one on the board and explain it to the class. It took this boy about three-fourths of the recitation period to do this work and during this time no other pupil had anything to say about the solution or the mechanical multiplications and additions—the boy at the board monopolized all. The others, with the exception of four, (and not all these at one time) busied themselves with anything they cared for. In such cases isn't it better to have the work done at the suggestion of the pupils at their seats. The pupil is thus made responsible for the work that is being done.

In dealing with children, a teacher must not lose sight of the fact that attention is a much harder matter with them than with older persons and frequently it is not only *good* but *necessary* to the attention and close work of the class that many of the children are called on for little parts of the work.

So it seemed to me that the main difficulty in the lesson was first, that the teacher's directions were not heeded by the class and the teacher did not insist upon their being obeyed. In the second place, more of the pupils should have had a hand in the work upon the one problem that took most of the recitation period. It is very well to have one pupil go through the whole work on the problem—very well for the boy who does the work, but it is hardly very well for the other twenty-three who have hardly yet acquired the power of voluntarily keeping themselves to work lasting twenty minutes in which they are not directly engaged in some way. If one pupil had been called upon to perform one of the multiplications, another an addition, another multiplication by some one at the desk, and so on, it would have given a feeling of responsibility in the work of this particular problem and would have helped materially to change a disorderly class into an orderly one.

The teacher is the soul of his measures. If he is weak they will be weak; if he is strong in personal resources, they will be potent. The vital factor in a school is the teacher. He is cause; all else is only condition and result.—*Dr. E. E. White.*

LEND A HAND.

(This department is conducted by Mrs. E. E. Orcutt.)

"Look up and not down
 Look forward and not back
 Look out and not in;
 Lend a hand."

SPRING THOUGHTS.

When you think of the bright spring days and school, what other thoughts follow in their train?

Do you think that it is top and marble time with the boys, and that as one consequence very dirty hands are to be expected? Do you sigh because it is the season when children from certain families will drop out of school in spite of any influence you can bring to bear? Not that they are needed at home, oh no! but it is *spring* and they always stop then. They will return in full force next fall, not able to do the work in the next grade, yet ahead of the beginners in the grade they drop out of. Do you look at the grade limits in the course of study and calculate anxiously whether some of the class can be thoroughly prepared in all of the work by the close of school? There is, alas, occasion for these and kindred thoughts. But do they descend like a gray veil and shut out the spring brightness from the faithful pupils who have come, rain or shine, with good lessons? Try not to make the good pupils suffer for the delinquents. Let a bit of balmy sunny weather creep into the lessons. Sing songs about sunshine and spring time and pussy willows and the coming of the birds. There is a bright little song, whose author we do not know, nor where the music may be found, but the words may be used for a memory gem. They are:

"Spring time brings the robin and the blue-bird home,
 The happy little swallow knows his hour to come,
 But not a bird is truer to his time of coming back,
 Than the jolly little clicker, with his click, clack, clack!
 Click, click, click, clack, clack, clack,
 The jolly little clicker with his click, clack.

Twirl your nimble fingers in a brisk, quick way;
 Some people could not do it, if they tried all day.
 This morn'g the first of clickers now a hundred know the knack,
 And to-night you'll hear them singing with their click, clack, clack.
 Click, click, click, clack, clack, clack,
 Jolly little clickers with their click, clack, clack."

The children snap their fingers at the words, "click, clack, clack," and each child twirls or rolls his hands around each other at the lines, "Twirl your nimble fingers," etc.

Last fall, children watched the leaves turn crimson and gold and brown. They committed to memory, "I'll tell you how the leaves came down," and "October gave a party," and "Come, little leaves, said the wind one day."

Have you been as enthusiastic about the waking of the baby-leaves, their coming from their brown bud-cradles, and putting on their green dresses? Have the children been eagerly watching the fruit trees to see on which the blossoms come before the leaves? Have they brought you twigs from time to time to note the swelling buds? Are they eager to find the first violet? The first dandelion? If you have occasionally read chapters from Bass's Nature Stories and have let the pupils read the book afterward, it has brought a spring sunbeam into the work.

Something besides flowers and leaves are waking, too. Little insects are creeping from their winter houses and beginning their work. In the Indiana First Reader is a lesson about Lady Bug. A teacher whose class had recently read the lesson, was surprised one day to have several children come with great eagerness, bringing half a dozen or more distracted Lady Bugs. "They have just come out of the ground," cried the children, "and there are lots and lots more!" After looking at their spotted cloaks, the teacher said, "Poor little Lady Bugs, see how frightened they are. They are our little friends, too. Wouldn't it be nice to put them back where you found them?" After the bell rang, she read from Bass's Animal Life, the chapter about Lady Bugs. It was an "accidental" nature lesson, suggested by the children themselves. Does your springtime spirit encourage such "accidents," and incline your pupils to be naturalists?

DESK WORK.

PRACTICE-WORK IN MULTIPLICATION.

We may call it practice-work, we may call it drill, or we may call it review. But by whatever name we designate it,

the fact remains that it is the necessary repetition which is an inexorable law of retention in memory. The pupil sees that six sevens of anything are forty-two; he understands it perfectly. Yet if he does not repeat it several times to-day, and to-morrow, and the day after that, and the day after that, it slips from his mind. There are few things more trying to a teacher in the upper grades than to find that pupils fail to master difficult problems, merely because they can not multiply correctly. They feel that they have a just grievance if they must drill the class on multiplication tables. It is unfortunately true that if the habit of guessing at products is formed it is more difficult to impress the correct result upon the mind than it would have been at first. So it devolves upon those teachers who first present multiplication to endeavor to make such an indelible impression that if a pupil is asked the product of 6 times 9, he will answer 54 as promptly and unerringly as he would say "dog," if asked what d, o, g, spells.

When the table has been developed by the class, nothing remains but to give them plenty of *wise* practice. So that they may rapidly give results consecutively in tables or promiscuously. There is wisdom in varying the form in which the work is presented. Among the many devices for giving variety, is one which may be called "filling boxes" or squares. As it may not be familiar to some whose classes are "practicing" multiplication, we will give it.

Suppose your class is learning the fours. You may say, "We will try our tables a new way to-day. Copy this:

	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												

We will call the little squares boxes and try to fill them with numbers. Let us take a number on the left hand side

for the multiplier. We will multiply the numbers at the top.

We will place the products in the row of boxes even with the multiplier; each product being in the box directly under its multiplicand. This time we will multiply by 4. Who knows where to put the product of 4×1 ? of 4×2 ?" etc.

When 4×12 is reached one row will be filled, and looks like this:

	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4	4	8	12	16	20	24	28	32	36	40	44	48

Now multiply all the numbers at the top by 3. Now by 2. Then the boxes look like this:

	1	2	3	4	5	6	7	8	9	10	11	12
1												
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48

Next tell the pupils to fill only the boxes in which a cross is placed.

This is the way it looks on the black-board:

	1	2	3	4	5	6	7	8	9	10	11	12
1		x		x		x		x		x		x
2	x		x		x		x		x		x	
3		x		x		x		x		x		x
4	x		x		x		x		x		x	

This is the way, when completed, it looks on the pupils' slates.

	1	2	3	4	5	6	7	8	9	10	11	12
1		2		4		6		8		10		12
2	2		6		10		14		18		22	
3		6		12		18		24		30		36
4	4		12		20		28		36		44	

This is for a class reviewing all the tables.

	1	2	3	4	5	6	7	8	9	10	11	12
1	\			\			\			\		
2		\			\			\			\	
3	\		\			\			\			\
4		\		\			\			\		
5	\		\		\			\			\	
6		\		\		\			\			\
7			\		\		\			\		
8	\			\		\		\			\	
9		\			\		\		\			\
10			\			\		\		\		
11				\			\		\		\	
12					\			\		\		\

The oblique lines indicate that the pupils pass down the large square diagonally to fill the boxes. The central

diagonal line gives the squares of the numbers. The advantage of such devices is that it relieves the wearisome sameness in unvarying long lines of tables. The device may easily be worn thread bare, but if used at intervals, the children will show a live interest in finding what numbers belong in those little boxes.

THE SCHOOL ROOM.

Conducted by GEO. F. BASS.

OPENING EXERCISES.

The teacher read, "Habit is a cable, we weave a thread each day and at last we can not break it." He then said, "Does this express the whole truth?" Most of the pupils seemed to think that it does. Others thought that it expresses only a part of the truth. The teacher told the pupils that it was one of Horace Mann's sayings. He, in a few words gave them an idea of who Horace Mann was and what kind of a man he was. He then said, "Let us see what truth we get from this saying."

Several pupils were ready to talk and all seemed interested, yet the teacher had not *asked* them to give attention. One pupil said that she thought it meant that a habit is very hard to break, and that it is formed very slowly. We do a certain thing to-day, again to-morrow and again next day and so on. Each day it becomes easier to do and harder to quit doing.

We liked this idea that she had gathered from the quotation and while we were wondering what other members of the class would say, a pupil arose and said, "This quotation says at last we *can* not break it. So, then, if we have a bad habit, there is no chance for us to rid ourselves of it." Just here another added, "And if our habits are all good, it is impossible for us to become bad because we *can* not break them." Others thought the quotation did not refer to good habits but only to bad. A question from the teacher centered the class on how habits, good and bad, are formed. It was not long till all agreed the process is the same in each, and that the first pupil who spoke had described the process cor-

rectly. But several insisted that, while both kinds were hard to break, we might break them as we made them—by breaking a thread each day. One pupil said we might be tempted to-day to do something we have been in the habit of doing. If we resist the temptation *once*, we have broken *one* thread and it will be easier to break another the next day.

This question was presented: "Can one afford to form the habit of *thinking* the wrong?" Some argued that no harm could come if one kept his thoughts to himself. But this idea did not have much following. It was argued that the man who steals a horse is injured in character more than the man who lost the horse by the theft. It was also argued that a person's thoughts will be expressed sooner or later. If we continually contemplate the wrong the tendency to do the wrong finally triumphs. So it was decided that no one can afford to harbor bad thoughts. Some one said, "But can we control our thoughts?" Many were ready to say *yes* and to discuss the question. However, time was up. The teacher said that they would discuss the last question at the next lesson.

We liked this opening exercise because it set the pupils to thinking on a very important question. Of course, the question is one to be decided by the intellect. The feelings should be touched as well as the intellect, but a good road to the feelings is through the intellect.

GRAMMAR LESSON.

(PARTS OF SPEECH.)

In our last lesson we found that certain words are used in sentences to name objects. These we agreed to call nouns. That others are used to express objects without naming them; these are called pronouns. That others express attributes of objects by asserting the attribute;—these are verbs. Others express attributes of objects *without* asserting the attribute and are called adjectives. Others express attributes of other attributes and are called adverbs.

Pupils were asked to prepare some sentences containing words that could not be placed in any of these classes. The following are some of the sentences presented: The basket is

under the table; The book is on the table; We study arithmetic and grammar; We walked into the country; "What! did Caesar swoon?"

A part of the time of this recitation was spent in discussing the peculiar words in these sentences. The pupil who presented the sentence, "The basket is under the table," said that the word *under* does not belong to any of the classes of words we have discovered. It seems to express a relation of the object basket to the object table. Some pupils seemed not to understand what he meant. He then said it expresses where the basket is with reference to the table. Several sentences having words showing the relation between two objects were read and discussed. It then became clear that a new class of words had been discovered. The pupils were about ready to ask for a name for the class when the teacher called up the following sentence: "We walked into the country." He asked what relation the word *into* expresses. The answer was that it shows the relation of the act of walking to the object country. "Does it express a relation existing between two objects?" asked the teacher. "We might think of the act of walking as an object, but in this sentence I think it is thought of as an attribute belonging to the persons denoted by the word *we*," said a pupil. "So it shows a relation between an action and object."

Just here, some said that it differed very little from the words just discussed. When asked to state the difference he said that it shows a relation between an attribute and an object while the others express a relation between two objects. The teacher then told the pupils that words expressing such relations are called prepositions. No definition was given, yet the pupils saw clearly the chief characteristic of the preposition.

The next kind discussed has a representative in the sentence, "We study arithmetic and grammar." There is nearly always some one in a class who has studied grammar from the outside. He is ready to say the easiest thing and we are sorry to say that there are some teachers who are ready to accept the formal answer given, without getting from the class much thought. There was one pupil of this kind in this class, but the teacher was not of the "formal"

persuasion. This pupil said, in answer to the question, What is the use of the word *and* in this sentence? that it is used to connect the two words *arithmctic* and *grammar*. He has good authority for making such an answer, for in a book now before us we see the following definition of a conjunction. "A conjunction is a word used to connect sentences or the elements of sentences." In the explanation of an illustration given under this definition, the author says the conjunction "and" unites the words "Hamilton" and "Jefferson" as component parts of the subject of the verb "were." The sentence used is "Hamilton and Jefferson were distinguished statesmen." The teacher knowing that the pupil had so much good authority proceeded carefully to elicit some thought. He made no side remarks about what some "grammarians" say. He said, "Yes; in what way are these words connected?" The pupil did not know what he meant and said so. "Well," said the teacher, "you said they were connected by the word *and*, and I do not see that it touches either of the words"—Oh," said the pupil, "it connects them in their meaning." "And what do they mean?" "They mean the objects that we study." "Good; and the word *and* shows"—"that we have connected these two objects in our thinking," said the pupil. "Yes," said the teacher, "I see now what you mean when you say the word *and* connects the words *arithmetic* and *grammar*." Many other sentences containing conjunctions were examined and this class of "connectives" was called conjunctions.

In the sentence "What! Did Caesar swoon?" the pupils readily saw that the word *what* is used to express *feeling* and that it has no other use in this sentence. Several words so used were examined and the class named interjection. Now, in these two lessons, the pupils have become acquainted with the chief characteristic of each part of speech and have had the tendency to examine objects strengthened and of course are better prepared to study anything in school or out of school. The teacher has lived up to the motto that "we are to teach the pupil *with* the subject rather than to teach the subject to him."

AN EXPLANATION.

The class was trying to solve simultaneous equations containing two or more unknown quantities. The teacher sent the pupils to the board and gave each a different problem to solve. The supposition was that each pupil had made a strong effort to do each problem before coming to the class. They were allowed to copy from their papers, since the board work was not a test, but only a device to get the work where all could see it at once. In a few minutes all had finished and the solutions of the ten problems were before the class. Then the teacher called on each pupil to explain. One problem was as follows:—

$$x + y + z = 5 \text{ (1), } 3x - 5y + 7z = 75 \text{ (2), } 9x - 11z + 10 = 0 \text{ (3).}$$

The pupil who was called upon to explain said, "I multiplied the first equation by 5, which gave me $5x + 5y + 5z = 25$ (4). To equation (4) I then added equation (2) and got $8x + 12z = 100$ (5). I multiplied (5) by 9 and (3) by 8 and got $72x + 108z = 900$ and $72x - 88z = -80$. Subtracting I got $196z = 980$. Therefore $z = 5$."

He went through the rest of the "explanation" telling just what he did. When he had finished the teacher said "correct; any questions?"

We had heard several such regulation explanations as this without any questions coming from any pupils. Yet some had failed to solve the problem in question. Sometimes the teacher would ask them if they "understood it" and they generally did. Sometimes a pupil would ask what he had multiplied (5) by or something of the kind.

But when this particular problem was "explained," a pupil said, "I failed on that one, but I see how he has done it and see that he is correct; but I don't see what made him think of doing what he did." The pupil answered that he "just saw" what to do. But this questioner was not satisfied. He said he wished he could learn to see too, and asked if there could not be something done to start "a fellow." The members of the class laughed and the teacher smiled and said that the question raised is important, but made no effort to help. He called for the "next problem" which was explained according to the regulation plan herein described.

Was this right? "These were high school pupils," says one, "and they ought to be able to think for themselves." But suppose they are not able to do so? We know a teacher who would have said "Why did you multiply (1) by 5?" And we know a pupil who would have said "to eliminate y." T.—Would that eliminate it? P.—No, sir; but it makes it ready to eliminate. T.—True; but why do you wish to eliminate y? P.—To obtain an equation that has only x and z as unknown quantities. T.—What made you desire to have such an equation? P.—My 3rd given equation has only these unknown quantities, so I saw that if I had another having only these, I could easily eliminate one of them and find the value of the other. T.—Then you did some thinking before you concluded to multiply the first by 5? P.—I did.

If something of this kind had been done for the pupil who wishes to learn to see, we believe it would have acted as a kind of "eye-opener." Many of the explanations in Arithmetic and Algebra do not explain. They are almost worthless.

AN APRIL PROGRAM.

*A gush of bird song, a patter of dew,
A cloud and a rainbow's warning,
Suddenly, sunshine and perfect blue,
An April day in the morning.*

—Harriet K. Spofford.

1. READING - - - - - Crocus and the Snowdrop

"Tap, tap, tap." "Listen," whispered the little Crocus to her half-sister Snowdrop. "What is that?"

"Tap, tap, tap," "I hear it," said the Snowdrop. "It is the rain—the soft spring rain. He has come to call us up."

"But I am very sleepy," said the little Crocus, and she fell fast asleep again. Little Snowdrop turned in her little bed, stretched out her little feet, then pushed up her pretty head to see. Everywhere the earth was all white and cold. There was snow on the ground. But it was not very deep snow, and the warm sun was melting it very fast.

"Tap, tap, tap," called the rain again, and this time up came little sleepy Crocus. Snowdrop was glad of little Crocus for company, for it was very lonely through the long cold nights. And by and by the Hyacinths and the Daffy-down-dillies came. Then such a merry time as these early flowers had of it, waiting for the leaves and the other flowers to come.

2. RECITATION

Spring Secrets

"Guess what Doris told me? If you look
On the willows growing by the brook,
Little furry pussies, soft and gray,
On the slim red branches swing and sway,
Cuddle close and never run away.

Just the dearest pussies, small and sweet;
Not a speck of any tail or feet.
What if we should go there, you and I,
With a big, big basket warm and dry,
Could we get some, do you s'pose? Let's try."

3-4. DIALOGUE FOR TWO GIRLS

Spring Beauty

Oh, my dainty Spring Beauty, pray where did you roam
That you could not be found?

Did you hear the soft rain patter down in your home
Hidden deep in the ground?

Yes, my dear little lady, I heard the low voice
Of the soft April rain;

And it bade me awaken, arise and rejoice
That 'tis spring time again.

But beware, my frail Beauty, and be not too proud
That you dared to come forth;

For your cheek may be chilled and your form may be bowed
By the wind of the North!

Have no fears, little lady, I dread not the bleak
Bitter wind of the North;

For the kiss of the sunshine will warm my pink cheek
And I'm glad I came forth. —*Primary Education.*

5. RECITATION

The Dandelion

Upon a shadowy night and still,
Without a sound of warning,
A trooper band surprised the hill
And held it in the morning.
We were not waked by bugle notes,
No cheer our dreams invaded;
And yet, at dawn, their yellow coats
On the green slopes paraded.

We careless folks the deed forgot,
Till one day, idly walking,
We marked upon the self-same spot
A crowd of veterans talking,
They shook their trembling heads, and gray,
With pride and noiseless laughter;
When, well-a-day! they blew away,
And ne'er were heard of after.

—*Selected.*

5. RECITATION

When the Apple Blossoms Stir

The buds in the tree's heart safely were folded away,
 Awaiting in dreary quiet the coming of May.
 When one little bud roused gently and pondered a while;
 "It's dark, and no one would see me," it said with a smile.
 "If I before all the others could bloom first in May,
 And so be the only blossom, if but for a day,
 How the world would welcome my coming—the first little flower,—
 'Twill surely be worth the trouble of it for an hour."
 Close to the light it crept softly, and waited till Spring,
 With her magic fingers, the door open should fling.
 Spring came, the bud slipped out softly and opened its eyes,
 To catch the first loving welcome; but saw with surprise,
 That swift through the open doorway, lo, others had burst!
 For thousands of little white blossoms had thought to be first."

—*St. Nicholas*. "Jack-in-the-Pulpit."

7. SONG

Air—"There's Music in the Air"

Spring has come with birds and flowers,
 Smiling skies and April Showers,
 Touches of her magic hand
 Wake to beauty all the land.
 In the trees the birdies sing,
 Through the woods their sweet songs ring,
 From the nest in leafy glade,
 Neath the green trees welcome shade.

Brightly pass the summer hours
 Fragrance filled by many flowers;
 In the fields where children stray,
 Let us dance the hours away.
 We will deck the forest bowers,
 Strew the Summer's path with flowers;
 Gaily nod on every hand,
 Lovely make the summer land,

8. CHORUS OF THE FLOWERS

Four Little Girls in Colors

Chorus:—We are the little flowers, coming with the spring;
 If you listen closely sometimes you'll hear us sing.

THE HONEYSUCKLE—*Red:*

I am a honeysuckle, with my drooping head;
 And early in the springtime I don my dress of red,
 I grow in quiet woodlands, beneath some budding tree;
 So when you take a ramble,—just look for me.

THE DANDELION—*Yellow:*

I am the dandelion, yellow, as you see,
 And when the children see me, they shout for glee.
 I grow by every wayside, and when I've had my day,
 I spread my wings so silvery,—and fly away.

THE FORGET-ME-NOT—Blue:

When God made all the flowers, He gave each one a name,
 And, when the others all had gone, a little blue one came,
 And said, in trembling whisper, "My name has been forgot."
 Then the good Father called her, "Forget-me-not."

THE FERN—Green:

A fern, the people call me, I'm always clothed in green.
 I live in every forest; you've seen me oft, I ween.
 Sometimes I leave the shadow, to grow beside the way.
 You'll see me as you pass,—some nice fine day.

Chorus:—We are the little flowers, coming with the spring.
 If you listen closely, sometimes you'll hear us sing.

9. RECITATION**A Buttercup**

A little yellow buttercup
 Stood laughing in the sun;
 The grass all green around it,
 The summer just begun;
 Its saucy little head abrim
 With happiness and fun.

Near by—grown old, and gone to seed,
 A dandelion grew;
 To right and left with every breeze
 His snowy tresses flew,
 He shook his hoary head, and said:
 "I've some advice for you.

"Don't think because you're yellow now,
 That golden days will last;
 I was as gay as you are, once,
 But now my youth is past.
 This day will be my last to bloom;
 The hours are going fast.

"Perhaps your fun may last a week,
 But then you'll have to die."
 The dandelion ceased to speak,—
 A breeze that eapered by
 Snatched all the white hairs from his head,
 And wafted them on high.

His yellow neighbor first looked sad,
 Then, cheering up, he said:
 "If one's to live in fear of death,
 One might as well be dead."
 The little buttercup laughed on,
 And waved his golden head.

—St. Nicholas.

10. RECITATION

The Daisy

I'm a pretty little thing,
 Always coming with the spring;
 In the meadows green I'm found,
 Peeping just above the ground;
 And my stock is covered flat,
 With a white and yellow hat.
 Little lady, when you pass
 Lightly o'er the tender grass,
 Skip about, but do not tread
 On my meek and lowly head;
 For I always seem to say,
 "Surely winter's gone away."

11. RECITATION

The Sweet Brier

I love the flowers that come about with spring,
 And whether they be scarlet, white or blue,
 It mattereth to me not anything;
 For when I see them full of sun and dew,
 My heart doth get so full with its delight,
 I know not blue from red, nor red from white.

Sometimes I choose the lily, without stain;
 The royal rose sometimes the best I call,
 Then the low daisy, dancing with the rain,
 Doth seem to me the finest flower of all;
 And yet if only one could bloom for me,
 I know right well what flower that one would be!
 And if my eyes all flowers but one must lose,
 Our wild sweet-brier would be the one to choose.

—Alice Cary.

12. RECITATION

The Lilac

The sun shone warm, and the lilac said,
 "I must hurry and get my table spread,
 For if I am slow, and dinner is late.
 My friends, the bees, will have to wait."

So delicate lavender glass she brought,
 And the daintiest china ever bought,
 Purple tinted, and all complete;
 And she filled each cup with honey sweet.

"Dinner is ready!" the spring wind cried;
 And from hive and hiding, far and wide,
 While the lilac laughed to see them come,
 The little gray jacketed bees came hum-m!

They sipped the syrup from every cell,
 They nibbled at taffy and caramel;
 Then without being asked, they all buzzed:
 "We will be very happy to stay to tea."—Clara D. Bates.

13. SONG

Air—"America"

As each small bud and flower
Speaks of the Maker's power
Tells of his love;
So we, Thy children dear,
Would live from year to year,
Show forth Thy goodness here,
And then above.

Of nature broad and free,
Of grass and flower and tree,
Sing we to-day.
God hath pronounced it good
So we, His creatures would
Offer to field and wood,
Our heartfelt lay.

(NOTE.—If possible, have the children wear or carry one of the flowers each represents in recitation.)

EDITORIAL.

How dear to our heart is
Cash on subscription,
When the generous subscriber
Presents it to view;
But the man who doesn't pay
We refrain from description;
For perhaps, gentle reader,
That man might be you.

—Ex.

THE Indiana Journal for Indiana teachers.

It's faith in something and enthusiasm in something that makes a life worth looking at.—*Oliver Wendell Holmes.*

NOT GOOD FORM.—It is not good taste for a person in signing his name to prefix a title. A person is always ridiculed who prefixes to his own name Dr. or Prof. or Rev., etc. Don't do it. Be modest.

THE TRI-STATE NORMAL at Angola is still forging to the front. The Pres., L. M. Sniff, would like to have all who write for catalogues with a view to entering school, state specifically what they desire to do or to study.

CORRECTION.—In the article entitled German in American schools, instead of "one in ethnic origin," read "one in *ethnic* origin." In the same article drop "Catiline" from the list of the commonly read Latin and Greek authors.

QUERY:—"Which one of the following expressions is nearest true: 1. By attempting to do we learn the art of doing. 2. We acquire the art of doing by repeated attempts to do. 3. We become proficient in doing by repeated efforts to do. 3. We learn to do by doing. 5. We know first, then we do." Will some one answer?

THE State Board of Education have decided that Ruskin shall continue for six months to be the basis for the literary part of the examination of teachers. Beginning with November, these examinations will be based on Shakespeare. The plays of Henry VIII and the Tempest will probably be chosen and each used for six months.

POSSIBLE TROUBLE AHEAD.—The law changing the time for the election of county Sup'ts is a little indefinite in its title. It starts out to amend an old law that had already been amended and had it stopped with this the new law would have been null and void, but the title goes further and mentions also the more recent laws and so the friends of the law contend that it will stand. Others contend that it is of no effect as it is. The result may be litigation in many counties of the state.

A CORRECTION.—Last month the JOURNAL contained a statement concerning the illness and death of J. W. Layne, late superintendent of the Evansville schools. The statement as to his condition and demise was made as the result of newspaper items and reports current among his friends. The writer was greatly surprised and much gratified to meet Mr Layne on the street in Indianapolis a few days ago looking strong and vigorous. He was very much chagrined at the reports that had been circulated in regard to him. He says that a long siege of overwork and the grip made it necessary for him to take some time off and recuperate after which he expects to be as well as ever. He has formed a law partnership with one of the oldest and best lawyers of Anderson and expects to make that place his future home. The JOURNAL regrets very much its part in circulating the false and annoying statements that found their way into the public prints.

"THE NORTH MANCHESTER UNIVERSITY SCHEME AGAIN.

Since our statements last month in regard to this "million dollar" scheme, some things have happened:

The trustees gave Pres. C. E. Kriebel two weeks in which to produce his million-dollar man, or some tangible evidence that such a man existed. At the end of the time no man, no money, no evidence could be found, and Mr. Kriebel could make no satisfactory explanation.

The trustees were much chagrined that they had been so deceived and a general dissolution took place. Three heads of departments resigned in one day and many of the students started for their homes. The above is culled from a *special* to the *Indianapolis Journal*.

THE NATIONAL EDUCATIONAL ASSOCIATION.

Do not forget that the National Association meets this year at Denver, July 5-12. Every indication points to the fact that Indiana will send the largest delegation it has ever sent to a national meeting. Denver and its vicinity affords unequaled attractions in the way of climate and scenery and teachers, more and more every year, feel the necessity of informing themselves as to what this vast country of ours looks like.

The National Council will open July 5 and the Main Association will begin July 9 at 2:30 p. m. The program is now completed and is certainly very attractive. The program restricts each of the three

morning sessions of the general association to the discussion of a single subject, and opportunity is to be permitted for general discussion under the five minute rule. The three topics are:

1. The Coordination of Studies in Elementary Education.
2. The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship.
3. The Instruction and Improvement of Teachers new at Work in the Schools.

These topics are all practical and of interest to teachers of all grades and in all sections of the country.

Arrangements are being made for an Indiana headquarters. Through trains will be run and everything possible will be done to make the trip pleasant as well as possible. As soon as you decide to go, let the committee know so that arrangements may be made. For information in regard to route of travel see the railroad advertisements.

EASTER RHYME.

The *Boston Transcript* gives the following rhyme in relation to the movable nature of Easter. Have your pupils memorize it:—

"Thirty days hath September,"
Every person can remember;
But to know when Easter comes
Puzzles even scholars some.

When March the twenty-first is past
Just watch the silvery moon,
And when you see it full and round,
Know Easter'll be here soon.

After the moon has reached its full,
Then Easter will be here,
The very Sunday after,
In each and every year.

And if it hap on Sunday
The moon should reach its height,
The Sunday following this event
Will be the Easter bright.

SCHOOL LAWS FOR 1895.

The following is a synopsis of the School Laws enacted by the late General Assembly of the State of Indiana:

SENATE ENROLLED ACT No. 163.—Provides for the enumeration of children for school purposes between the 10th day of April and the 30th day of the same month, each year. There are several strong points in this law. The following are the most important:—The School Trustees of the several townships, towns and cities shall take, or cause to be taken, between the 10th day of April and the 30th day of the same

month, each year, an enumeration of all unmarried persons between the ages of six and twenty-one years resident within the respective townships, towns or cities.

Each person required or employed to take such enumeration shall take an oath or affirmation to take the same accurately and truly to the best of his skill and ability. Such oath or affirmation shall be made a matter of record, and kept on file in the office of the School Trustee.

In making the said enumeration, the Trustee, or person so employed, shall distinguish between the white and colored children, enumerating them in separate lists, and shall list the names of parents, guardians, heads of families, or persons having charge of such child or children, male and female, shall list the full name and give the sex and age of each child so enumerated, shall secure the signature of either parent, guardian, head of family, or person having charge of such child or children, certifying to the correctness of the same, or if this is impossible, shall secure the signature of some responsible person who can certify to the correctness of said list.

In cities the said enumerator shall give, in addition to the above enumerated items, the street and number of the residence of such person. He shall include in such list all unmarried persons between the ages of six and twenty-one years, whose parents, guardians, heads of families or persons having charge of such child or children, shall have been transferred to his township, town or city for school purposes; and he shall exclude from such list all persons whose parents, guardians, heads of families, or persons having charge of such child or children, shall have been transferred from his township, town or city for school purposes. He shall not include in such list any persons residing temporarily in his township, town or city for the purpose of attending school, or who are members of a family staying temporarily in his township, town or city, but whose actual residence is elsewhere. He shall include in his list such unmarried persons between six and twenty-one years of age as are dependent upon themselves and under charge of parents, guardians, or heads of families, and shall so designate such persons in a separate list, giving in cities the street and number of the residence of such persons. He shall enumerate no one who is not reported to him personally and properly certified to as herein provided, except in cases of minors who are dependent on no one, and no inmates of any family, who may be reported as herein provided for.

There is no emergency clause, hence the enumeration will be taken under the old law this year.

SENATE BILL, NO. 180.—An act making it the duty of every township trustee in this State, immediately after the taking effect of this act, to register all township orders and warrants issued by him, and to keep an account of all indebtedness of the township, and to cause the same to be posted and published. The act applies to all trustees in office at the time of its taking effect, and it will be the duty of all trustees then

in office to immediately procure the books and keep the register required by law.

SENATE BILL, No. 250.—An act authorizing township trustees to levy a tax for the increase and maintenance of libraries established by private donation and for the purchase and improvement of real property for such libraries. This applies to libraries of \$25,000 value or more.

SENATE BILL No. 373 provides for the disposition of large accumulations of the State school revenues in the hands of trustees. There is no "fee grab" in this law, but the trustees are charged with the surplus, and the amount is deducted from the next apportionment and levy. This prevents the accumulation of large sums in the hands of School Trustees. The law applies to the State Tuition only. Funds arising from local tuition tax and the congressional township fund can not be diminished by such apportionment, but should there be remaining in the tuition fund of any township, town or city an unexpended balance of such local or supplementary tuition fund, equal to or exceeding in amount one cent upon each one hundred dollars of taxable property, the trustee, at the time of making his next local levy, shall reduce the same in proportion to the amount of surplus.

HOUSE ENROLLED ACT No. 338 provides for the election of County Superintendents as follows:—"The Township Trustees of the several townships of each county, shall meet at the office of the County Auditor of such county on the first Monday of September, eighteen hundred and ninety-five, and biennially thereafter, and appoint a County Superintendent, who shall be a citizen of such county, whose official term shall expire as soon as his successor is appointed and qualified, who, before entering upon the duties of his office, shall take and subscribe an oath that he will faithfully perform his duties as such officer, according to law," etc., etc.

HOUSE BILL No. 384 levies one-sixth of a mill tax on every dollar of taxable property of the state. This one-sixth of a mill is to be divided on the basis of one-fifteenth of a mill for the State University, one-twentieth for Purdue and one-twentieth for the State Normal. It was estimated by the ways and means committee of the House that this would give \$76,000 to the State University and \$57,000 to each of the other two institutions. The money raised to be used for maintenance, and is in lieu of the usual special appropriations. The first installment of this tax will become available July, 1896.

HOUSE ENROLLED ACT No. 432 provides for an annual state tax for the purpose of raising revenue for the General Fund, Benevolent and Reformatory Institution Fund, the School Revenue for Tuition Fund etc. The unappropriated balance to go to the payment of public debt.

The general state tax for school purposes was reduced from 13½ cents on the \$100 to 11 cents. The entire state levy for all purposes was reduced something more than 3 cents and 2½ cents of this came off of the school tax. Great is economy and *politics*. For political purposes

"there must be a reduction" and the school tax could be most easily reached. Shame.

To offset the effect of this reduction, another act was passed permitting a tax of 35 cents on the \$100 and a 50 cent poll tax for local tuition purposes. The limit of this tax has heretofore been 25 cents.

THE legislature did a wise thing in giving permanent support to the three state educational institutions. The tax voted will yield much more than they have been getting and what is still better the tax is permanent and the officers of the institutions will be relieved of begging each legislature for the annual pittance. By this arrangement, Indiana University will have at its disposal annually about \$110,000. Purdue University will have, with its other resources, about \$95,000. The State Normal will have no other income, but this tax will give it nearly \$20,000 more than it has had heretofore. \$57,000 a year will make a good school.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR FEBRUARY.

PHYSIOLOGY.—1. Describe in brief the organs of the thoracic region.

2. Explain how an irritation on the foot may cause a motion of the hand to the part irritated.

ENGLISH GRAMMAR.—1. In what grades would you begin the study of grammar with children? Give reasons for your answer.

2. (a.) To see is to believe. (b.) I tried to believe. (c.) The way to believe is to investigate. (d.) He studied to believe. Give the use of each infinitive.

3. What is a subordinate clause? What classes of subordinate clauses are there?

4. To what extent would you combine composition work with grammar?

5. State the basis of the division of verbs into transitive and intransitive.

6. "Whom the gods would destroy they first make mad." Explain fully the use or uses of whom.

7. Analyze the following: The train then proceeded without delay until it reached the city, at three o'clock.

8-10. Write a composition of not more than 200 words on the subject, "How to Teach Ethics in the Common Schools?" The productions are to be graded on the following points: Development of the subject, grammatical construction, punctuation, neatness of penmanship and arrangement, and diction. (*Answer any seven, not omitting 8-10.*)

UNITED STATES HISTORY.—1. To what part of this continent was the name America first applied? State the origin of the name.

2. What are the distinguishing differences between savage, barbarous, and half-civilized Indians?

3. Is it possible for men at the present time to make geographical discoveries? If so, in what parts of the world?
4. What was the occasion for the financial embarrassments under which Congress labored during the Revolutionary war? What man of wealth came to its assistance in a critical hour?
5. What territory has been added to the United States since the close of the Civil war? How and from what nation was it obtained?
6. Explain briefly the causes that have led to the war between China and Japan. *(Any five.)*

GEOGRAPHY.—1. Explain the scheme of standard time as used in the United States.

2. Would you have primary pupils make a map of the home district? If so, why? How far ought it to be extended?
3. How do streams transport sediments?
4. Describe a volcano and the materials which escape from it.
5. What effects does a glacier produce upon its bed?
6. Describe in words or by map the outline of the Atlantic Ocean and its coast waters.
7. How does atmospheric pressure vary with altitude? How is the pressure measured?
8. What advantages would Canada gain by annexation to the United States?
9. What causes have made New York the largest city in America?
10. Why does Great Britain hold Gibraltar, Malta, Alexandria, Aden, Singapore and Hong Kong?

ARITHMETIC.—1. Find $\frac{1}{3}\%$ of $\frac{17\frac{1}{2}}{3}$

2. Define percentage. Define amount, as used in percentage. Show that the latter definition comes within the former.
3. A sum of money has doubled itself in 16 years at simple interest. What is the rate per cent.?
4. If the State house tax had been $\frac{1}{2}$ of a mill per \$100, what was the valuation of a man's property who paid \$5.00 State house tax?
5. Find the sum of fifty terms of the series 1, $1\frac{1}{2}$, 2—. What is the last term.
6. A and B worked for 17 days and received \$72.25; $\frac{2}{3}$ of A's daily wages equals $\frac{1}{4}$ of B's daily wages. How much should each receive?
7. If the use of \$3,750 for 3 years, 8 months and 25 days is worth \$336.25, what is the use of \$100 for 1 year worth?
8. $\sqrt[2]{1.021}$ —what, to two decimal places? *(Any seven.)*

SCIENCE OF EDUCATION.—1. Select some one of the Oriental nations, as Europe, China, India, Persia or Judea, and set forth its educational ideas and practices.

2. How did Christianity lay the foundation for new educational ideals and methods?
3. Compare and contrast the education of ancient Rome with that of ancient Greece. *(Discuss any two.)*

RUSKIN'S ESSAYS.—1. What is the theme of "Fors Clavigera"?

2. What does Ruskin consider useful and what useless employment?

3. "The first object of all work is to get food, clothes, lodging and fuel." Discuss.

4. What three material and what three immaterial things are essential to a happy, healthy life?

5. What does Ruskin say of machinery?

6. What are some of the effects of materialistic science pointed out by Ruskin?

READING.—"Roll on thou deep and dark-blue Ocean—roll!

Ten thousand fleets sweep over thee in vain;

Man marks the earth with ruin, his control

Stops with the shore; upon the watery plain

The wrecks are all thy deed, nor doth remain

A shadow of man's ravage, save his own,

When for a moment, like a drop of rain,

He sinks into thy depths with bubbling groan,

Without a grave, unknelled, uncoffined, and unknown."

—Byron.

1. In the light of this stanza, what can you say of man's strength? 10

2. Give the meaning of "ten thousand fleets." 10

3. What feelings may be aroused in our minds by an intelligent reading of this stanza? 10

4. In what respect does the burial of the dead at sea differ from that upon the land? 10

5. Describe tone of voice, force, and movement in reading this stanza with good effect. 10

6. What characteristics of Byron's writings have led many persons to dissuade young people from reading them? 10

7. How do you manage *a* and *the* in a reading lesson? Give the different pronunciations of *the*. 10

8. Name three figures of speech used in this selection. 10

9 and 10. Read the stanza for the Superintendent. 20

ANSWERS TO PRECEDING QUESTIONS.

PHYSIOLOGY.—1. The chief organs of the thorax are the lungs and heart. (See Adv. Phys., pages 160 to 165; and 94 and 95.)

2. It is the result of the reflex action of the spinal cord. The sensory nerves conduct the stimulus to the spinal cord, which at once reflects it back to the motor nerves and the part shrinks from the irritation. The movement of the hand toward the part irritated is also reflex action through sympathy.

GRAMMAR.—1. Not until the fourth reader grade, and the instruction in this branch, even then, should be very elementary; for, lessons in language, in which language itself will be developed in words,

phrases and sentences, are the only kind of lessons needed below the Fourth Reader Grade. Some of the rules and relations of technical grammar may thus be developed from actual usage of the language. The educational value of technical grammar is, however, not such as to make it beneficial in the early years of school life.

2. (a) "To see" is used as a noun, the subject of "is;" "to believe" is used as a noun, a predicate nominative after "is;" (b) "to believe" is used as the object of "tried;" (c) "to believe" is here used as an adjective, modifying "way"; "to investigate" is used as a noun, a predicate nominative after "is"; (d) "to believe" is here used as an adverb of purpose and modifies "studied."

3. Subordinate clauses are classified, as to use, into substantive, adjective and adverbial.

4. All through the course, the study of composition should receive at least as much time as the study of grammar. The study of the latter is of little value unless its rules of correct and intelligible speech are being constantly applied in the construction of sentences.

5. The division of verbs into transitive and intransitive is based on the nature of the idea to be expressed; as it is commonly put—"on the meaning," as to completeness or incompleteness.

6. "Whom" is used as the object of "destroy"; and as the connective of its clause to "him" understood.

7. This sentence is complex; "until" a conjunctive adverb of time, is the connective; "at three o'clock" is a prepositional adverbial phrase modifying "reached."

U. S. HISTORY—1. To South America, (some say to the whole western world). The name "America" originated from "Amerigo Vesputci" (in Latin Americus Vesputius), a merchant and traveler of Florence, who was the first to describe it as a separate continent.

2. In the *savage* state, the Indian is very ignorant, vicious, brutal and superstitious, and delights in war and bloodshed. Vermin and insects sometimes constitute his food, and he even feeds upon human flesh; his dwelling is of the rudest character, sometimes not more than a hole in the ground.

The Indians that are *barbarous* are generally bold and treacherous, and somewhat wandering in their habits; they have their flocks and herds which furnish them milk and flesh. They live in rude tents, and to some extent till the soil. They are divided into clans or tribes, over each of which is a chief.

In the *half-civilized* state, the Indian congregates in villages, and adopts a settled mode of life. He tills the soil extensively, and practices some of the useful and ornamental arts. "He does not employ any of the great agencies of nature to assist him in his labors." Literature and science are only slightly cultivated.

3. In central Africa; in central and northern Australia; and in the polar regions.

4. To pay the expenses of war, Congress had issued an immense

amount of paper money—continental money—and the chances for redemption seemed so uncertain that this money became almost worthless; also, it was skillfully counterfeited by the British.

At a critical time, Robert Morris came to the assistance of Congress with some "hard cash."

5. Alaska (1867); it was purchased from Russia for \$7,200,000.

6. China claimed a "suzerainty" in Corea, which the latter recognized by the payment of an annual tribute, and by conforming certain of her affairs according to the desires of China. Japan insisted that the "suzerainty" was extinct, because Corea had entered into treaties with foreign powers as an independent government, and Japan proposed to hold Corea to the close performance of obligations thus contracted.

GEOGRAPHY—1. (See text-book, page 93).

2. The primary pupils should first be required to make a map of the top of a table on which are placed a few objects. In doing this he learns to compare lengths, etc., and to use his judgment in regard to location and relative positions. Next, the pupil should draw a map of the school room; then, the school grounds, and so on, thereby extending his work so that finally it has covered all within the limits of his daily life. His work should first be with these things for they come within his own observation, and constitute a ground work as a basis for more advanced lines, in which he will need to be familiar with the geographical elements acquired by observation.

3. Streams transport sediment by swiftness of motion, and by the sediment being held in suspension in fine particles. The stream in its course passes over sediment that readily disintegrates, and is thereby carried on with the water. In the slower portions of the stream, some of the sediment becomes deposited.

5. They deepen the valleys through which they move, and they cut deep, parallel grooves in the bottom and sides.

7. Atmospheric pressure decreases with the decrease of altitude and is measured by an instrument called the barometer.

8. (a) Free trade in our products, many of which she needs; (b) An unrestricted market for her products, many of which are desirable to the people of the United States. (c) The assumption of her debt by the U. S. Government; (d) A lessening of taxes consequent upon a lessening of revenue necessary to maintain and defend her local government.

9. Because (a) of the richness of the surrounding country, thereby being favored by having the greater portion of the foreign commerce landed at her wharves; (c) of the position of the Hudson river; etc.

10. She holds Gibraltar, Malta, Alexandria and Aden in order to protect her movements and rights, commercial and otherwise, in the Mediterranean Sea and in the Suez Canal, and to be able to dictate terms in the event of war. She holds Singapore and Hong Kong that she may be able to dictate terms in the event of any trouble or war that may arise in the east.

READING—1. That his control "stops with the shore." On the land he can level the forests, tunnel mountains, build cities, etc., but he cannot leave even a footprint on the sea.

2. A general expression representing the ships or navies of the whole world traversing the bosom of the ocean.

3. Feelings of awe and humbleness (a) at the omnipotence of God in nature; (b) at the mightiness of the mighty waves of the sea; (c) at the puny strength of man; and (d) at his insignificance and helplessness in the presence of the power of nature.

4. There is no digging of a grave; no playing of a funeral march; no marching of a mourning procession. There may be performed a ceremony of some kind, more or less impressive, according to the character of the person, the nature of the surroundings or the extent of the conveniences, after which the body is lowered into the sea.

5. The voice should be solemn, the force impressive and the movement slow.

6. On account of their melancholy and immoral character.

8. (a) Personification—first line; (b) simile—"he sinks like a drop of rain;" (c) apostrophe.

ARITHMETIC.—1. Answer, .0734 $\frac{3}{4}$.

2. A percentage of a number is the result obtained by taking any per cent. of it. The term amount as used in percentage is the sum or difference of the base and percentage, and is simply a per cent. of the base.

3. Answer, 6 $\frac{1}{4}$ per cent. 4. Answer, \$4000000.

5. Answer, 662 $\frac{1}{2}$; 25 $\frac{1}{2}$.

6. $\frac{2}{3}$ A's = $\frac{3}{4}$ B's; $\frac{1}{2}$ A's = $\frac{3}{5}$ B's; $\frac{1}{3}$ A's = $\frac{2}{5}$ B's; A's + B's = $\frac{1}{2}$ B's, equal \$72.25; $\frac{1}{2}$ B's = \$4.25; $\frac{2}{3}$ B's = \$34; $\frac{3}{4}$ B's = \$38.25.

7. To be solved by compound proportion, the statement being as follows:

$$3750 : 100 :: 336.25$$

$$1345 : 360$$

the result is 2.4; hence the answer is \$2.40.

8. Answer, 1.01044.

SCIENCE OF EDUCATION.—1. The strength of deed, of patience, of law. (See pages 171, 190, 191, 192.)

2. Employment such as the making of certain ornamental manufactures, such as we sometimes see made of lace or of iron. Useful employment is that which produces profitable results; that which produces food, clothing, shelter and fuel; and this employment should not darken or dwarf the life of the laborer. (See pages 197, 198, 199.)

3. This is not the principal object, but a necessary one. One object should be contentment; another, health; another, benefit to mankind generally. (See pages 181, 182, etc.)

4. Three material:—pure air, water, and earth; three spiritual:—admiration, hope and love.

5. No machines will increase the possibilities of life; they only increase the possibilities of idleness. (See pages 243, 244, 245.)

6. The fear of over-production, and the loss of the reverent love for nature.

SCIENCE OF EDUCATION.—1. It broadened the idea that was then held of education, and led masters to see that a human being could and should be developed in all his lines of growth, mental, moral and physical; it also led to the idea of preparing persons especially for the teaching profession.

3. Both searched after virtue and both taught morals and literature and civic and military knowledge. The Romans, unlike the Greeks, did not attempt to attain a perfect physical and intellectual development. They worked for practical ends and were guided chiefly by considerations of utility.

The Greek education was ethical rather than practical. Its chief characteristic was intellectual discipline or culture. Physical education received great emphasis, not as an end in itself, but as a means toward mental and spiritual health and moral excellence.

PROBLEMS.

59. How many cubic feet in a stick of timber 12 feet long, one end 18 inches wide and 6 inches thick, the other end 6 inches wide and 18 inches thick? (John Morrow, Charlestown, Ind.)

60. A family lives at each of the three corners of a triangular lot, whose sides are 18, 20 and 24 rods. Where must a well be dug so that each family will have the same distance to go for water? (Curtis L. McCarty, Gosport, Ind.)

61. (Page 237, Ex. 22, Complete Arithmetic.) A note bearing interest at 6%, dated October 1, 1885, at 60 days, was discounted at 6%; the face was \$950 and the proceeds 942.97; on what day was it discounted? Query—Why is interest not calculated on this note? (John Cooney, Loogootee.)

62. A man died leaving his estate of \$14,370 to be divided among his three sons—James, John and Charles, aged 19, 17 and 15 years respectively,—so that their shares if put at interest at 6%, for 2, 4 and 6 years, respectively, will amount to the same sum. What will be the shares? (Ed B. Scott, Van Buren, Ind.)

63. A man bought 16 lbs of coffee; he wanted two grades, 26 cents and 32 cents, respectively, so mixed as to purchase the coffee at 28 cents; how much did he get of each? (August Reifel, Peppertown, Ind.)

64. A joins B for one year. At the end of 5 months, A draws out one-half of his share and B increases his by one-third. At the end of the year they have \$10,000 dividend. A invested \$3,000, B \$5,000; how shall the dividend be divided? (I. R. McAllister.)

65. I invest \$27,225 in the 3 per cents. at 90%, and when they have risen to 91%, I sell out and invest in the 3½ per cents. at 97%; what is the change in my income, brokerage being ½ in each case?

[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us, by April 18. Be prompt.]

58. Solution by J. C. Gregg.

3 per cent. stocks at 96 will pay $3\frac{1}{8}$ per cent.;

6 per cent. stocks at 168 will pay $3\frac{1}{4}$ per cent.;

Now, by alligation,

$$3\frac{1}{2} \left| \begin{array}{c} 3\frac{1}{8} \\ 3\frac{1}{4} \end{array} \right| \left| \begin{array}{c} \frac{3}{4} \\ 1\frac{1}{4} \end{array} \right| \left| \begin{array}{c} 4 \\ 21 \end{array} \right|$$

and dividing \$3000 in the ratio of 4 and 21 gives \$480 and \$2520.

Minee Chambers, Bath, Ind., sends an algebraic solution; the equations are

$$96x + 168y = 3000$$

$$3x + 6y = 105$$

from which $y=15$ and $x=5$; then $168 \times 15 = 2520$, and $96 \times 5 = 480$.

CREDITS.—(Where no state is mentioned, Indiana is understood.)

49, Lela Myers, Warren; T. P. Littlepage, Enterprise; S. C. Dover, Kelso P. O.; J. C. Bender, Chrisney; F. Taylor, Burnsville; Otto Phares, Greentown. 48, James H. Todd, Galena. 50, Helton Blurk, Crown Center. 49, 50, D. M. Deeg, Lake. 49, 52, Sadie Jane Merrell, Andersonville; Charles Searles, Banquo. 52, John Cooney, Loogootee. 54, Lovell Tipton, Georgetown. 55, William Parkison, Rensselaer. 57, Arthur Spivey, Camden. 58, August Reifel, Peppertown. 57, Irvin Bryant, Arcadia; W. F. Osborne, Medaryville. 56, 57, Clayton Hoffman, Rochester. 54, 56, C. H. Noblitt, Eckerty. 56, 57, 58, Glen McDonald, Dice; Michael M. Zinkan, Washington; Wenlock Reynolds, Plainville. 53, 56, 57, 58, Minee Chambers, Bath. 30, 50, 53, 57, 58, John Morrow, Charlestown. 53, 54, 55, 56, 57, 58. J. C. Gregg, Brazil.

QUERIES.—1. For what offense were Judge Pickering and Judge Humphries impeached, and on what grounds were they convicted. (Ed B. Scott. Van Buren.)

2. How many cases of impeachment have been before Congress? (Id.)

3. If both terms of a ratio are increased by the same quantity, how does it affect the ratio? (J. A. Stoneking, Sharpsville.)

4. Who is the author of the "Indiana Grammar?" (Id.)

NOTE. In problem 53, the values may be—

$$x=36, 18, 24, 12, 6, 3, 4, 2.$$

$$y=12, 24, 18, 36, 2, 4, 3, 6.$$

$$z=4, 2, 6, 3, 24, 12, 36, 18.$$

$$u=3, 6, 2, 4, 18, 36, 12, 24.$$

Each vertical column is a complete set of values.

MISCELLANY.

MEETING OF THE COLLEGE PRESIDENTS.

The College Presidents of Indiana met at the Bates House, Indianapolis, at 7 p. m. Friday, March 1. There were present Presidents Burroughs, Butler, Fisher, Mees, Mills, Smart, Swain and Stott. Presidents Mills, Burroughs and Johns, the committee appointed at the meeting in December last to confer with the superintendents of the

high schools regarding the existing conditions as to the study of English throughout the state, with a view of cooperation on the part of the high schools and colleges in advancing the standard of English, reported the results of their investigation. This committee having corresponded with the several superintendents and having received in return full and interesting reports from a large majority of these, expressing their interest in the matter, presented the tabulated results. These covered work in Orthography, Composition, Grammar, English and American Literature, together with the general methods employed in the teaching of these subjects and a list of text-books employed. These results were most carefully considered. The following resolutions were adopted:

Resolved, That we deem it desirable that measures be taken to direct attention to orthography during the high school course and also that reasonable proficiency be a requisite for graduation from the high school.

Resolved, That in view of the present variety in the quantity of work done in English composition and in the method employed manifested by the reports returned to us, as well as the evident deficiency as regards this subject in many cases, we recommend that a higher and, if possible, a uniform standard in composition be established.

Resolved, That we recommend that an increased and uniform amount of time be devoted to the study of English grammar in the high school course.

Resolved, That the work being done in rhetoric and especially in English literature manifests a marked advance during the past few years which we heartily commend.

Resolved, That the committee be instructed to prepare for publication the results of their investigation and of this meeting, presenting the matter in person to the State Board of Education, requesting them to print the same and distribute copies to each superintendent of schools throughout the state.

In response to inquiry it was *Resolved*, That it is the sense of this meeting that the recently adopted rules forbidding college teams from playing with professional teams applies not only to football but to all college athletics. Adjourned, subject to call.—G. S. BURROUGHS, SEC.

INDIANA STATE NORMAL SCHOOL.

TERRE HAUTE, INDIANA, March 12, 1895.

To The Public.—We regret exceedingly to be obliged to announce that the State Normal School will not be able to provide instruction for all of the large number of students applying for admission at the opening of the spring term, April 2, 1895. The school has grown so rapidly in recent years that we have been compelled to supplement our tuition fund by using for the payment of teachers all the money that could possibly be spared from our appropriation for incidental purposes, and by using temporarily the entire library fund paid in by the students. This has been done in the desire to meet to the fullest extent possible the needs of all suitable applicants for admission, and in the hope that our fund for maintenance would be increased at the first opportunity by the legislature, in proportion to the school's largely increased numbers.

While providing liberally for the support of the institution by a direct tax after July 1, 1896, the General Assembly did not find it practicable to allow an increased appropriation for immediate needs. We find ourselves compelled, therefore, to restrict the attendance somewhat until our resources shall be greater.

At the opening of the spring term, April 2, 1895, we will admit only the following classes of students:

1. All students heretofore entered who have credits amounting to not less than one full term's work on the course.
2. Graduates of commissioned high schools of the state.
3. Persons holding one or more three years' county licenses to teach in Indiana.
4. Persons holding one or more two years' county licenses to teach in Indiana.

No new students will be received in the coming term who are not *bona fide* residents of Indiana.

We estimate that of the classes of students named between eight and nine hundred will attend the school in the spring term. It is impossible for us with our present facilities to accommodate a larger number.

If persons receiving this circular, will kindly give the information it contains to such persons of their acquaintance as think of attending the Normal School during the coming spring term, we shall esteem it a favor.

Respectfully yours,

MURRAY BRIGGS,
HERVEY D. VORIES,
WILLIAM H. ARMSTRONG,
J. H. TOMLIN,
LEWIS B. MARTIN,
Trustees.

W. W. PARSONS,
Pres. of Faculty.

THE State Board at its last meeting issued commissions to the high schools of Indianapolis, Evansville and Goodland.

THE Huntington Normal school will open a twelve weeks session May 13. It will be in charge of Edwin E. Macy, a State Normal graduate of the class of '94.

THE second annual meeting of the Western Drawing Teachers' Association will meet at Aurora, Ill., March 28. A very attractive program has been prepared.

PERU.—The schools are reported in a prosperous condition under the management of W. R. J. Stratford. The high school has recently taken possession of its spacious new building.

GREENCASTLE.—Supt. R. A. Ogg brought his civil government class to Indianapolis while the legislature was in session. The class was much interested in noting the proceedings of the law makers.

THE Southern Indiana Normal at Mitchell reports bright prospects for the spring term. The new administration seems to be doing good work and is giving general satisfaction. Jno. C. Willis is president.

FRANKLIN has announced a summer school with Profs. C. E. Goodsell, W. E. Henry, W. B. Johnson and E. B. Bryan of the Indianapolis high school as instructors. The school will open the last week in June.

THE Kansas Reading Circle Board has adopted "The Philosophy of Education," by Arnold Tompkins, as one of its two books for next year. Mr. Tomkins's numerous friends will be glad to hear this piece of good news.

DELPHI.—Superintendent Almond, and principal of the high school, Miss Emma Shealey, chaperoned a delegation of high school pupils to Indianapolis while the legislature was in session, and took that in as one of the sights. Such trips are valuable to students.

CRAWFORDSVILLE normal school will open July 1 and close August 23. in the Wabash College buildings. The course of study covers many branches and the instructors number seven. M. W. Baker and W. W. Ewing are the principals and will give all desired information.

JEFFERSONVILLE.—The senior class of the high school recently gave a public entertainment under the title, "A Night with Hoosiers." Every selection was either by a Hoosier or about Hoosiers. Supt. P. P. Stultz reports it one of the most delightful entertainments he ever attended.

PURDUE UNIVERSITY.—The legislature, besides voting Purdue a tax for running purposes, gave it \$25,000 to pay a debt incurred in rebuilding the shops after the fire and \$36,000 with which to rebuild a front to the burned building. It is expected that everything will be completed by October 1.

COMPLIMENTS OF THE TEACHERS OF SOUTH BEND.—The program of the Northern Association held at South Bend contains a map and many facts about South Bend which will be valuable to visiting teachers. It comprises about twenty pages with many cuts and illustrations. The South Bend teachers present it.

THE Northern Indiana Normal School, at Valparaiso, is still taking advanced steps. It is now putting in a laboratory for work in biology. The purpose is to "do the same work precisely as is done in the Chicago University." This is aiming high and is to be commended without stint. This department is to be open to all students without extra charge. H. B. Brown is still principal.

WABASH COLLEGE, located at Crawfordsville, was founded in 1832. More than four thousand young men have enjoyed its privileges as students and its alumni now number 680. It was never more prosperous than at present—never before so well equipped—never before did so good work. Its faculty numbers twenty-four. Its president, George S. Burroughs, is an able man who commands the respect of all who know him.

COLORADO SPRINGS SUMMER NORMAL.—Colorado Springs is one of the most beautiful places in the Rocky Mountain region. It is just at the foot of Pike's Peak and within an hour's ride of the "Garden of the Gods," Cheyenne Canon and other beautiful and grand scenery. A summer school has been arranged for this place to begin at the close of the National Association to be held at Denver. Some of the most eminent educators of the country have been engaged to work in this school. Doubtless a number of Indiana teachers who attend the Denver meeting will be glad to arrange to attend this summer school. For particulars address D. K. Pattison, Colorado Springs, Colorado.

PERSONAL.

M. E. GREENSON takes Mr. Trees's place as teacher of science in the Kokomo high school.

MRS. B. H. BLOOD, a graduate of Cornell University, is now teacher of Latin in the Noblesville high school.

F. M. Ingler, principal of the Marion high school, is ready to engage to do institute work the coming summer.

E. A. SHULTZE, a Hanover man, has been chosen principal of the high school at Noblesville, vice F. L. Jones resigned.

CHARLES R. DRYER, teacher of geography in the State Normal, has published a syllabus of the course of study in geography.

PROF. C. L. MEERS, who has been acting president of the Rose Polytechnic Institute since the resignation of Professor Eddy, has been elected president.

O. P. MCAULEY, the popular mathematical professor of the Valparaiso Normal school has been sick for some time past, but expects to be at his post again in a few days.

J. T. SCOVILLE, for years a teacher in the State Normal, but for several years past in business in Terre Haute, is now teacher of natural science in the Terre Haute high school, and is reported as enthusiastic as ever.

E. E. WHITE, author of several educational books, is to do some institute work in Indiana the coming year. Dr. White gave some two hundred lectures and addresses last year and had a good hearing every time. Teachers always like to listen to him.

J. A. GREENSTREET succeeds F. A. Cotton as superintendent of Henry county. Mr. Greenstreet was assistant in the New Castle high school, is a DePauw man, a good teacher, a man of good judgment and will make a worthy successor to Mr. Cotton.

MRS. EMMA L. DAVIDSON, of Peru, who succeeds Miss Ahern, as state librarian, is a successful teacher, a lady of education and refinement, and when she learns her new duties, will doubtless fill the place well. The library will hereafter be under the control of the State Board of Education, and merit and not politics will determine appointments.

HERVEY D. VORIES, who has just retired from the office of state superintendent, after having served two terms, is still in Indianapolis, and will probably make that his permanent home. He has decided not to go into the school business again, having refused a position worth \$2200 per annum. Just what he will do has not yet been definitely settled. Many of his school friends will be sorry to learn that he has decided to abandon educational work.

F. A. COTTON, deputy superintendent of public instruction, who is living at No. 146 North Illinois street, since coming to Indianapolis, discovered a burglar bending over his bed at 4 o'clock in the morning. The burglar held a revolver in his hand and told Mr. Cotton to keep quiet. Mr. Cotton obeyed. The burglar took a watch, a new suit of clothes and \$10 in money, and left without having disturbed the other occupants of the house. Mr. Cotton thinks he is going to like Indianapolis when he gets used to it.

DAVID M. GEETING assumed the duties of superintendent of public instruction, March 5, and is now hard at work. Having served in the office as chief clerk for four years, the work is not new to him. Mr. Geeting having taught in the country schools, in the city schools, held the position of principal of ward schools, taught in the high school, and having served for several years as county superintendent and two years as city superintendent, comes to his duties with unusual experience. He gave eminent satisfaction as deputy and will doubtless satisfy the public equally well as principal. Any person calling at the office on business is sure to receive courteous and prompt attention.

MISS NELLIE AHERN, who served as first assistant in the state library during the incumbency of Jacob P. Dunn, and who has been state librarian for the past two years, has just lost her place because of the heinous crime of being a *Democrat*. That Miss Ahern is a lady of intelligence and ability, no one who knows her doubts; that she had become master of the situation, and is a competent librarian all concede; that she has gained a high standing even in the National Library Association is known to many; that she is always courteous, obliging, and painstaking, all who use the library will testify; that she knows the needs of the library and is qualified to make it serve the public to the best advantage will not be disputed—but alas, she is a Democrat, or at least her father was—and that is a crime that cannot be forgiven by a Republican Legislature. Miss Ahern was formerly a successful teacher and may become one again if she cannot find a good position as librarian.

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BOOK TABLE.

HARPER'S Monthly Magazine is one of the oldest and one of the best of its class in this country. It employs the ablest writers and is always extensively illustrated.

A New York tailor, after twenty years' experience, said: "I never try a coat on a man without learning something." To learn something more about teaching, send to E. L. Kellogg & Co., of New York, for their Teachers' Helps, a catalogue of 400 books and aids, some of which would be of great help to you. To anyone answering this advertisement, and sending 10 cents, a copy of Kellogg's "Life of Pestalozzi" will be sent with the catalogue.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

PENNSYLVANIA LINE, local Pullman Vestibule Sleeping Car Indianapolis to Pittsburgh on train No. 8, 5:10 P.M. daily. 3-tf

W. E. INGALLS, an old teacher, is this year engaged in manufacturing "Gold King." See his advertisement on another page. 3-3t

WANTED.—General agents to control agents at home for "Dictionary of U. S. History," by Prof. Jameson. Needed by every teacher, pupil and family; endorsed by Press and Public. Big pay. Puritan Pub. Co., Boston, Mass. 11-7t

SCHOOL-TEACHERS and other persons having literary and business ability can secure lucrative and pleasant employment with Messrs. Squire and Carothers, 800 Washington St., Toledo, O. 3-3t

VANDALIA LINE LOW RATE EXCURSIONS.—On April 2d and 30th, 1895, the Vandalia Line will sell excursion tickets to points in the south and southeast at one fare round trip. In addition to the above, round trip tickets will be sold to points in Arkansas and Texas on April 2d, at rate of one fare plus \$2.00. Liberal limits and stop-over privileges allowed. For full particulars call on or address any Vandalia Line Ticket Agent, or Geo. E. Rockwell, D. P. A., Indianapolis.

WANTED AT ONCE—Teachers—3. Superintendents. 5 Principals, 2 College Presidents, 4 Piano, 3 Vocal, 5 Art, 2 Elocution, 9 Primary, 5 Kindergarten, 4 Governesses, 3 Latin, 2 Greek, 5 Mathematics, for fall term. Address, with stamp, COLUMBIAN TEACHERS' BUREAU, Vanderbilt Building, Nashville, Tennessee. 4-1y

FREE!—To Christian Endeavorers, Pocket Guide and map of Boston, the convention city. The passenger department of the Big Four Route have issued a very convenient Pocket Guide to the city of Boston which will be sent free of charge to all members of the Young Peoples Society of Christian Endeavor who will send three two cent stamps to cover mailing charges to the undersigned. This Pocket Guide should be in the hands of every member of the society who contemplates attending the 14th annual convention as it shows the location of all depots, hotels, churches, institutions, places of amusement, prominent buildings, street car lines, etc., etc. Write soon as the edition is limited. E. O. McCORMIC, Passenger Traffic Manager, Big Four Route, Cincinnati, O.

TO TEACHERS.

It is very important to you that before making definite arrangements for your trip to Denver, Col., for the National Educational meeting in July, that you should consider the most available and quickest route, and I desire to direct your attention to the Vandalia line as being the shortest and most direct route by way of St. Louis. It is the only line running six trains a day between Indianapolis and St. Louis, and while no rates have been made for this meeting up to the present time, I will say that when they are made they will be as low via the Vandalia lines as any other, and our facilities for handling the teachers are far superior to those of any other line. Please remember and see that your ticket reads "via Vandalia line."

GEORGE E. ROCKWELL, D. P. A.
L. B. FREEMAN, C. P. A.

RUDY'S PILE SUPPOSITORY is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to **MARTIN RUDY**, Registered Pharmacist, Lancaster, Pa. **NO POSTALS ANSWERED.** For sale by all first-class druggists everywhere. Ward Bros., A. Kiefer & Co., and Daniel Stewart, Wholesale Agents, Indianapolis, Ind. 3-1y

THE next annual meeting of the National Educational Association will be held at Denver, Colorado, during the month of July, 1895, and in this connection we desire to call your attention to the excellent facilities offered by the **MISSOURI PACIFIC RAILWAY** and its connections for the prompt, safe and comfortable transportation of the teachers and their friends who will attend the convention.

We also desire to announce that for this occasion **THE MISSOURI PACIFIC RAILWAY COMPANY** will sell excursion tickets to Denver, Pueblo, Colorado Springs and Manitou at a rate not to exceed one fare for the round trip, (with \$2.00 added for membership fee), and limited to return passage until September 1st, 1895, affording an opportunity for a summer outing in the "Rockies," as well as delightful side trips to Utah, the Yellowstone National Park, Yosemite Valley and the Pacific Coast. This route follows the banks of the Missouri River for a long distance between St. Louis and Kansas City, thence through the best part of Central Kansas to Pueblo, the great smelting city of Colorado. From Pueblo it follows the base of Pike's Peak at times almost within a stones-throw to Colorado Springs—thence on to Denver.

We propose to furnish free reclining chair car and Pullman sleeper accommodations from Indianapolis to Denver without change. A special train will be run which will make stops at points of interest at the pleasure of the party.

The train will be conducted by a person of experience, who will assume all care of baggage, make arrangements for meals and stopovers and do everything possible to make the trip comfortable and pleasant. Particular information concerning the trip and illustrated advertising matter will be furnished by addressing

COKE ALEXANDER D. P. A.,
7 Jackson Place, Indianapolis.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School in the

Teachers going to the National Educational meeting at Denver in July should not overlook the fact that the Vandalia line is the one they should take as it is the only one that can offer you first-class accommodations in every respect.

VANDALIA LINE for Denver, Col., in July.

ANNUAL MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

INDIANAPOLIS, February 18, 1895.

To Principals and Teachers:—It is not necessary to call your attention to the fact that the National Educational Association will hold its annual meeting in Denver, Col., July 5th to 12th, 1895. or that a rate of **ONE FARE** for the **ROUND TRIP**, plus \$2.00, has been named by the railroad companies and that tickets will be extended sufficiently long to enable all who desire to spend their entire summer vacation in the vicinity of Denver, and give them an opportunity to visit many interesting points in the Rocky Mountains or to make a quick trip to California, etc., all this you are familiar with.

The object of this letter is to call your attention to the fact that the L. N. A. & C. R'y (Monon Route), will endeavor to take the teachers and their friends from Indianapolis and vicinity on this occasion, and will promise in advance to give the very best accommodations possible. Through sleepers and free chair cars for all will be run through from Indianapolis to Denver. Mr. J. H. Woodruff, supervisor of penmanship in the Indianapolis public schools, has been appointed a special agent, and all who contemplate taking this trip should give their names to him. He, together with a representative of one of the Denver lines, and Mr. C. H. Adam, City Passenger Agent, L. N. A. & C. R'y, will have charge of any special service and their names are sufficient guarantee that nothing will be left undone to provide for the comfort and care of all. For maps and further information apply to

FRANK J. REED, G. P. A., Chicago,
I. D. BALDWIN, D. P. A., Indianapolis. or,
C. H. ADAM, C. P. A., Indianapolis.

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TEACHING GEOGRAPHY BY LETTER WRITING.

SUSAN TEAS BENNER.

The possibilities of teaching geography by means of correspondence are as unlimited as was the discovery of electricity to Franklin. This work is pleasurable, enlightening, broadening and thoroughly teaches the great brotherhood of mankind. I feel myself inadequate to tell you a very little of what I see in it. Ethics, botany, history, astronomy, zoology, literature, patriotism, a whole host of things crowd themselves upon me as I read a few of the letters I have received. Would it not cause your heart to swell with pride to have a teacher in South Africa write you, "We are now beginning the study of Hiawatha with renewed interest since we received your letters." An English school in South Africa studying our beloved Longfellow! Our correspondence has awakened an interest in our native plants from an iron weed to a water beech, and from a sycamore ball to maple seeds. One little boy remarked the other day, "I'll bet I'll get all the wild flowers I can next spring and press them to send away." What a starter here for the love of study of plants. We are often reminded as we read the letters from various parts, of Goldsmith's lines in "The Traveler," so plainly each child shows his love and admiration for native land.

"Such is the patriot's boast, where'er we roam
His first, best country ever is at home.
And yet perhaps if countries we compare
And estimate the blessings which they share;
Though patriots flatter, still shall wisdom find
An equal portion dealt to all mankind."

A little girl in the south writes: "Do you ever have such beautiful moonlight nights as we do?" I am sure the children in the fourth grade will never hear the name Scotland without a whole train of pleasant recollections, the kind letter from the U. S. minister, the bunches of heather received from him, and the pretty stories we learned about the rugged, heathery hills of Scotland, the shepherds, Tam O'Shanter's hat, and Bobby Burns and a' that.

In the study of a new country, we first draw the map on the board, then locate the country on the earth, then begin our introductory lessons. Stories of people, plants, authors, rivers, lakes, or any story we may chance to know are told. You will be surprised to find what a mint of stories the children know, and how they do tell them. This work is inestimable in value for language work. Reba yesterday said, "I can tell a story of France," and she told most beautifully the story of "In His Name." Nellie had a story of the reindeer of Russia and Clem one about the wolves and the serf who gave up his life to save his master. Mabel told the story of The Happy Boy. A German friend sent me a bunch of edelweiss, that most lovely of Alpine flowers, and little Bertha, the Switzer's daughter, told of her home, thus making Switzerland very real to us.

Here comes a paper from Cairo, Egypt. As a general lesson we asked what would be likely to be on a stamp from Cairo. One suggested a scene on the Nile River, another a pyramid, and someone the sphinx and a pyramid. But why? Are they a nation whose power and influence is in the past? We naturally expect just what we see, for we cannot hear the word Egypt, unless we think sphinx and pyramids. But why not a mound and a mound-builder on an American stamp? some girl asks. Think awhile before you answer that.

Here are shells and strange things from the sea. Now the natural history books disappear from the library as readily as "Captain January," or "Bird's Christmas Carol."

This work has been productive of good in getting the children interested in making collections for a museum. I know eighty pupils who have started museums with a few sea shells from the Bahamas. Doubtless, in many cases, it will

be like the seed sown by the wayside, but some will bear fruit, perhaps a hundred fold. One little girl already has a collection that is quite creditable.

We received fifty letters from the school of Cape Town, Africa, every one of which is interesting. They sent us wild flowers, pictures, a coin and other things. The writing is vertical, very plain and neat. I wish you all might have the pleasure of listening to these letters. Africa can never be the dark continent to Green's Fork pupils again, but will be thought of as the home of our friends. Here are some of the letters:

CAPE TOWN, CAPE COLONY, Nov. 8, 1894.

My Dear Little American Sister:—I am eleven years of age and am in the fourth standard, the subjects I take are arithmetic, grammar, dictation, Cape history, English history, drawing, reading, geography, sewing, composition, scripture, singing, physical geography and object lessons. I live in the country a little way out of the Cape. I go by train to school every day. They speak both Dutch and English here and both languages are spoken in the House of Parliament which is a very fine building at the beginning of Government Avenue, which we have here. There is also a botanical garden, which is looking at its best just at this time of year. You see we have Spring now. Our hottest months are from December to March, our coldest from June to August. A little while ago I was living in a little place called Beaufort West, which is in the Karroo, a great dry desert. The great Karroo is 300 miles long, and from 60 to 80 miles broad. The air is dry and it scarcely ever rains. The dry red sand is covered with Karroo bushes which have hard leaves on them. These bushes send their roots away down into the earth to get moisture and they can live through the dry season. Every fifteen or twenty miles you find a farmstead. The house lies at the foot of a range of hills or a kopje with the sheep kraals on the hills behind it. You ought to see the Karroo in the the spring after rain comes. All over the Karroo the sand is broken open by small lilies and wax flowers, even in the crevices of the rocks there are little flowering plants growing. At the end of two months these white, yellow, and purple flowers vanish and the Karroo is red sand again for the rest of the year. The Karroo bushes are very useful for the Merino sheep and angora goats can live upon them. Now I have no more to tell you.

I remain, your sincere friend,

One child writes about flowers, another about birds, others take climate, surface, minerals, or a great variety of subjects. I only copy these letters as samples, all are as good as these.

My Dear American Brother:—We were very much interested in receiving a budget of letters from your school in Green's Fork. I live in a house with a slate roof and our house has a veranda and a balcony, and I do not live in Cape Town but in the country. Cape Town has about 65,000 inhabitants. On the north side of our house across the flats, there are mountains and on the west is that beautiful mountain, Table Mountain. On the flats we find very pretty flowers mostly heath. On Table Mountain we find red heath and painted ladies and numerous other flowers. Some of the Kaffirs north of the Orange River do not wear any clothes at all except a little thing of beads around their waists. Further south they wear blankets around their bodies. They live in bee-hive shaped huts. Their food is mealies and milk. The women till the ground, the men tend and milk the cattle. They believe in a "witch doctor." They have large herds of cattle. We have a Kaffir boy who comes from Delagoo Bay. He is about forty years old, but all Kaffirs, it does not matter how old they are, are called boys. They are also very polite and are very black indeed. We are having very hot weather here and I suppose you are having very cold weather in America. Further up country they have great thunder storms which are very bad. At our school we have a museum. We have a lot of Kaffir things and ornaments, we have also got a lot of stones from different rivers up country. Next month we are going to have a bazaar, the money from which is for a library. We have another race of people who are called Malays. Their Sunday is on Friday. The women and young boys do not go to church, only men of a certain age may go. When they go into their church they take off their sandals and wash their heads and feet, then they go into their church bare-footed. I have put on this paper a photograph of four little Kaffir boys. These are the ones who live in the towns and they wear just a pair of trousers and a coat if they can get one, if they can not, they go without.

I remain, yours truly,

Is it not our duty to bring out the happy, noble, ethical side of every country and its people? Would you expect a telephone in Cairo or electric street cars in Ayr? Were you taught as I was when you studied the Revolutionary War, to believe that every Englishman was a red coat and a tyrant? This correspondence has begotten a love for our English

brothers and sisters the world around. We have not yet had time to hear from some to whom we have written. I believe there will shortly be some means devised by which products of different countries may be exchanged and every school will have its museum as it now has its library. Superintendent shall write to superintendent, professor to professor, teacher to teacher, child to child, and that which is best in literature, and art, or beautiful in nature, or noble in character, shall be known and read of all men.

GREEN'S FORK, IND.

A HIGH SCHOOL LYCEUM.

E. E. SLICK.

It is very helpful to one to find that another has independently worked out a similar course of study. The revised course of study of the Huntington high school, as printed in the January Journal, by comparison is found to be the same in essentials as the Michigan City high school course for the past two years. There are a few slight differences due no doubt to the different demands made by the people of the two cities.

It is not my intention to review the thirty credit course with its flexibility, electives, Latin, German, science, etc., but, recognizing the great value that may come to other schools by the publication for comparison, in the same spirit I wish to call attention to a more or less unique organization in the Michigan City high school known as the High School Lyceum, in the hope that it may enable others to reach our valuable results.

Seven years ago, my worthy predecessor, the present superintendent, organized the High School Lyceum and it has had a continuous existence since. Every department of the Lyceum is in the hands of the students subject, of course indirectly to the approval of the principal. Its complete reorganization is effected each year in the way of temporary officers, committee to draft a constitution and by-laws, regular officers, etc. The preceding year's work stands as a model. Indeed, this parliamentary practice brought

out in reorganizing is considered as one of the important phases and sometimes consumes five meetings in completing it.

The officers are elected for one-half year and are as follows: president, first vice-president, second vice-president, secretary and treasurer. Besides his usual duties the president makes an inaugural address and appoints the following committees: executive, music, resolution and social. The second vice-president is chairman of the music committee and has two assistants. Their duty is to furnish appropriate music for the programs. The first vice-president is chairman of the executive committee and has the music committee, the secretary and four other members as assistants. The business of the executive committee is to make up a program and assign the students to the various places on it. The resolution committee furnishes a list of resolutions from which the society selects one for debate. The programs, which are rendered weekly on Friday afternoon consist of essays, readings, recitations, music, impromptu debates and regular debates. To debate a question they go into a committee of the whole, every student above the first year is capable of acting as chairman, have three or four regular debaters, after which the question is open for general debate. It is the general debate that brings the greatest value to the students and many a one has struggled to his feet time after time until finally he could present his argument in a satisfactory way.

The entire work is upon the same plane as class work, and its vitality is due in a large measure to the conservative way in which it is conducted and its keen appreciation and respect on the part of the students. It is a rare thing to have a student hesitate to do the work assigned him by the executive committee.

The Lyceum occasionally gives an evening program to which the public have a special invitation, an oratorical program, musical program, a spelling "bee," or a pronouncing "bee." As an organized body it conducts all the business of the high school in way of resolutions, commencement, receptions, etc.

The various benefits derived from such an organization need no discussion, and this short report is submitted in the hope

that it may enable those who do some work along this line to organize on a firmer and more conservative basis, on a plane with the other high school courses; and those who have done nothing along this line may be helped to effect a permanent organization, to give a fuller meaning to the school life of the students. I would take pleasure in furnishing to any one interested more specific directions concerning by-laws, constitutions, and general *modus operandi*.

MICHIGAN CITY.

III.—ARIZONA.

JESSE W. BONNELL.

The territory of Arizona was organized February 24, 1863. As first constituted it embraced all that portion of the territory of New Mexico north of the Gila River and west of the 109° meridian. Subsequently that portion of the Mesilla Valley south of the Gila and west of the same meridian was added. On the admission of Nevada as a state, in 1864, it lost the small section west of the Colorado River and meridian 114°, which was added to that new state.

In extreme length the territory measures about 380 miles; in width, 320 miles, comprising an area of 113,020 square miles.

The surface of the territory comprises every feature of valley, plain and mountain. The altitude at Yuma, in the extreme southwestern portion of the territory is only 150 feet above tide water; at the top of Mt. San Francisco, on the Colorado plateau, in the north the altitude is 12,000 feet. The northern part of the territory is a wild region of considerable altitude, barren for the most part, where rivers run below the surface in stupendous gorges thousands of feet deep. Here is the famed Grand Canon of the Colorado River and several other canons. Further south, occupying the northeastern quarter of the territory, on the great Mogollon (Mogollon) Plateau, lies a country clothed for a hundred miles with a dense forest of pine. On the south of this wooded plateau is the "Rim," an almost sheer descent of several thousand feet, that continues without a break for over a hundred miles. To the west and south of the Mogollon stretch away the pas-

ture regions. Then further south come the agricultural valleys of the Salt and Gila Rivers. Then, finally, to the Mexican line, is a broad plain, occasionally broken by hills and almost destitute of streams. We may say, then, that the northern two-thirds of Arizona is mountainous, the southern third, for the most part, an elevated plain. The elevation at Phoenix is 1068 feet; at Prescott 5316; at Tucson 2538 feet.

There are no rivers of any commercial importance in Arizona. The Colorado, on the western border, is a large stream, but rapids prevent its passage beyond the mouth of the Virgin. Next in size is the mis-named Salt which is supposed to flow into the Gila, though the latter rarely equals the flow of the Salt. The Salt is a mountainous stream, while the Gila has its source in the plains of western New Mexico. The chief affluent of the Colorado, within Arizona, is the Little Colorado; of the Gila, the San Francisco and the San Pedro; of the Salt, the Verd, the Tonto and the Cherry Creek. Upon nearly all these streams have settled families, utilizing the river's flow for irrigating purposes.

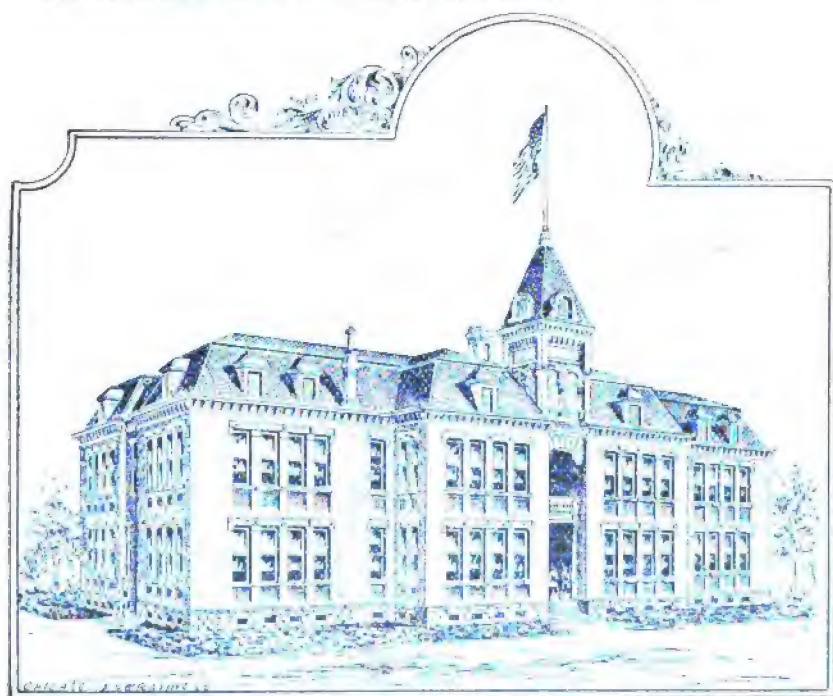
Until within the past ten years Arizona has given little attention to agriculture, aside from grazing. All the valley lands are very productive if water is applied, with the exception of small spots where the soil contains too much alkaline salts to be productive of certain crops. The truth of the matter is, that water supply for irrigating is the controlling element in determining the area of the cultivated lands. There are at present within the territory 512 miles of irrigating canals, not including laterals. The number of acres reclaimed by the present system is 343,000, with a capacity, under the present water development, of about 1,730,000 acres.

Most people who pass through Arizona by rail receive the impression that the territory has no forests. This popular misconception arises from the fact that the wooded areas are off the lines of travel. The forests are mostly on the northern plateaus and in the mountains. The largest and most valuable of the timber trees is the western pine.

In the production of precious metals Arizona comes fifth, being surpassed by Montana, Colorado, Utah and California, in the order named. Deposits of asbestos, cinnabar, lithographic stone and sandstone of excellent quality are found.

Two trunk lines of railroad traverse Arizona; the Atlantic & Pacific, which runs across the northern portion of the territory, and the Southern Pacific, which crosses the southern part. There are seven short lines, the principal ones being the New Mexico & Arizona; Prescott & Arizona Central, and the Santa Fe, Prescott & Phoenix. The total mileage of railroad is 1,144 miles.

The population of Arizona in 1870 was 9,658; in 1880, 40,440; in 1890, 59,620. The population is now estimated at 70,000. Phoenix, the capital, according to the census of 1890, has a population of 3,152; Tucson, 5,150; Prescott, 1,759. Phoenix now claims a population of 10,000; Tucson, 8,000; Prescott, 2,580; Yuma, 2,500; Florence, 2,000; Flagstaff, 1,800; Globe, Tempe and Tombstone, each 1,500.



PHOENIX HIGH SCHOOL.

Arizona has made great advancement in education during later years, and, we believe, will soon have a school system

equal to the systems of the more advanced states. In July, 1893, a new series of text books was adopted for the use of the schools. The board of education are to be commended for their choice of a series that comprises the most approved and up-to-date books published. The number of common schools in the territory is 289, the number of teachers 293, the number of school children from six to eighteen years of age is 16,203. The matters of a uniform course of study, school libraries, free text books, and the extension of the school age to twenty-one years, are being earnestly agitated. At the last meeting of the Arizona Teachers' Association, held in Phoenix from December 17-21 inclusive, the roll call of the teachers present showed a representation from thirty states, England, Canada and the West Indies.

The principal sectarian schools are conducted by the Catholics and Latter Day Saints. About one thousand students are in attendance at these institutions. The university of Arizona, which was established at Tucson in 1885, was formally opened for instruction in October, 1891. The first class will graduate this year from courses of study which are equivalent to those offered by the best eastern institutions. The territorial normal school was established at Tempe in 1887, and the school has been in active operation for eight years. Arrangements have been made whereby students finishing work in either the university or the normal school may receive full credit therefor on the books of the other institution, in case they wish to change the character of their course. Similar arrangements have been made with the normal school at Los Angeles. The agricultural experiment station is in connection with the territorial university at Tucson, as the agricultural and mechanical department of the latter institution.

The first seat of government was located at Navajo Springs, in the northern part of the territory, December 29, 1863. From here the capital was soon removed to Whipple Barracks and from there to Prescott, where the solid log residence of Hon. John W. Goodwin, the first governor, is still standing. In 1867 the capital was removed to Tucson, but was returned to Prescott in 1877. Here the capital remained till 1889, when it was removed to Phoenix where it will probably re-

main for all time, as population and accessibility alike favor the location and as capitol grounds have been established and improvements begun on them.

Phoenix was laid out as a town site in 1872 and the city government was organized in 1882. The name Phoenix was given the town when laid out, by a member of the town-site committee who suggested that, as the town was to rise Phoenix-like on the ashes of an ancient civilization, the name of the fabled bird of immortality would be most appropriate.

The place of the oldest settlement in Arizona is a matter of doubt. Tucson is generally accepted as the most ancient pueblo. As it was a town of the Pima Indians in 1540, when visited by Coronado, some take that date. There seems to be better authority for the occupancy of this Indian village by Spaniards in 1630, yet after this the whole region was abandoned for many decades, and the date of the return of the Spaniards seems to have been lost. The presidio (military station) of Tubac, a short distance south of Tucson, was re-established in 1752, and it is assumed that Europeans again peopled Tucson shortly after that date.

Arizona's efforts for statehood are similar to those of New Mexico. The people of the territory felt confident that each of the last two congresses would admit Arizona to the Union. The political complexion of national affairs indicate that the next congress will grant both New Mexico and Arizona enabling acts.

Most authorities record the word Arizona as an Indian word meaning "sand hills." The Zuni Indians have a legend in which a young celestial goddess, "Arizona," signifying "maiden queen," became the mother of twins, through some holy medium, and that these children became the original father and mother of the Zuni tribe.

The word is also attributed to the Aztec, *Arizuma* in the original, the present word being a corruption and accepted as Spanish. The Aztec derivation signifies "silver bearing," referring to its mountains containing silver, and a tradition among the Mexican people near the frontier of a silver mine called "La Arizona." One authority attempts to show that the word comes from the Spanish, *narizona*, the feminine of *narizon*, meaning, "big nose," a name applied by the

Spaniards to the natives, who wore rings and other ornaments in their noses. The *n* having been eliminated by usage, we have the name as it stands to-day.

Arizona is sometimes termed the "Land of Sunshine and Silver," and also the "Sun-kissed Land." The motto on the Territorial Seal is, *Sitat Deus*, "Founded by God."

HOOSIERDOM.

DRAMOR R. DRAKE.

Let's sing a song of Hoosierdom,
The land where we were born;
Where the sun comes down in gladness
To smile upon the corn;
And the wind, so gently sighing
Throughout each happy day,
Bears all the cares and sorrows
And sufferings away.

Let's sing a song of Hoosierdom,
Of Indiana state;
And measure all her glories
With others good and great.
Her name upon the annals of
The history of our land,
Is glowing with a brightness
That no rival can command.
And burnished even brighter will
A coming time proclaim
Her glories in the boundary
That marks the line of fame.

Let's sing a song of Hoosierdom
And of the dear old farm,
Where the same sun that once we knew
Is shining down as warm.
The same kind hospitality
Is written on the door;
The stranger sits contented
At the table as of yore.
The same strong band of friendship locks
The country with the town,
And Nature's face is smiling
As she hands the blessings down.

Let's sing a song of Hoosierdom
And let its rythm rise
In all the hearts that claim its joy—
E'en echo to the skies.
Praises to that, our greatest boon,
A wealth not all can boast;
A name untarnished with the scars
Of an unrighteous host.
Long laud the honor of the state,
The sweetest ever known;
A paradise of worthiness,
Of holiness our own.

LAGRANGE, IND.

THE CORRELATION OF STUDIES.

[We give below Dr. E. E. White's ten-minute speech in the discussion of the report of the Committee of Fifteen, Dr. W. T. Harris, chairman, at the Cleveland meeting. This is believed to be Dr. White's first public utterance on the Herbartian pedagogy.—EDITOR.]

I have some hesitation in responding to this call. I am only a learner concerning the Herbartian theory of concentration, and am trying to keep an open mind. I am, indeed, anxious to know just what my young friends mean, and, in time, I hope to get the proper correlation of their ideas.

As I now see it, there is no one essential process or method of education, whether Herbartian or other, and it seems to me somewhat doubtful to assume that we have at last found a complete system of pedagogy that is to supplant all that has been heretofore supposed to be fundamental in the art. The serious defects in the psychology of Herbart have led some of the thoughtful advocates of his system of pedagogy to claim that an acceptance of his pedagogy does not involve an acceptance of his psychology; but the fact is Herbart's *system* of pedagogy is based on his psychology, and so a rejection of the latter removes the *basis* on which the former rests. Instead of his system of pedagogy, you have left only elements which may be utilized, fruitful suggestions, but the *system* as such is in fragments.

I recognize valuable principles of teaching in what is known as the Herbartian pedagogy, and one of these is the proper blending and unification of subjects of instruction.

This is not exclusively Herbartian, but his system gives the principle a new emphasis. But the process is clearly most feasible in primary instruction, and even here it has its obvious limitations. I did not understand Miss Arnold last evening even to hint that the blending, which she so admirably pointed out as desirable in primary instruction, is possible or feasible in higher grades. Even in the primary school, the method is in danger of leading to factitious and superficial blendings. It is evident that what may be feasible in this respect the first two or three years of school, may not be desirable, even if practicable, in higher grades. The primary school, the grammar school, the high school, and the college have each their characteristic phase of instruction, and the same method can not be used throughout the course. As we go up in the grades, there is an increasing differentiation of studies until only incidental blendings in *closely* allied subjects, is possible in the same exercise, and, in the university with its special courses, differentiation reaches its maximum. This shows that the so-called "concentration" is, at best, only a phase of a true course of instruction and a diminishing phase. In all grades above the primary, correlation, not concentration, is the determining principle, and, even in primary grades, all subjects can not wisely be united in the same exercises. Certainly there is no one method for all classes and grades of pupils.

Dr. Harris is clearly right, as it seems to me, in his views as to the proper meaning of the "correlation of studies." He uses the term, not only in its scientific, but in its recognized pedagogic sense. Concentration is a different process, and should receive separate consideration. The attempt to use the terms co-ordination, correlation, and concentration, interchangeably as synonymous, introduces confusion into pedagogic discussion.

I desire to add that the principles recently presented under what is called concentration seem to me to lead to the one conclusion that every child must be taught as an *individual*, and so *by himself*, and hence all attempts at class instruction are futile and unscientific and must be abandoned. Individual instruction can alone meet the conditions assumed to be essential by the Herbartian theory as explained by its

advocates. What does this involve? What becomes of the school as such?

There have been many scholars since the Flood—scholars who have honored learning and widened its domain. How were they produced? Not certainly by any one method, and surely not by “concentration.” These hosts of scholars and thinkers can not be accounted for on any such assumption, for they were produced under very unlike methods of elementary education. The history of school training shows that we are not shut up to a diet of pedagogic hash on the one hand, or to one of baked beans on the other. The child has some power of appropriation and assimilation.

DEPARTMENT OF PEDAGOGY.

[Conducted by **ARNOLD TOMPKINS.**]

A SOUND DOCTRINE.

Prof. George A. Coe, of Northwestern University, Evanston, Ill., delivered an address on “Artificial Dependencies” in which he sounded a fundamental keynote in education. No extract can do justice to such an address, but by quotations and connecting remarks I will try to present the main point:

“You are doubtless familiar with Mr. Huxley’s description of the educated man, in which, in connection with various wise remarks concerning the coordination and control of the faculties, the educated intellect is called a clear, cold, logic engine. Here the developed man is likened to a machine which does the most work with the least friction. As Mr. Huxley has drawn his metaphor from industrial life, so others describe culture in terms borrowed from the arena or the battle-field; educated faculties being likened to the sinews of the athlete or to the tempered and polished weapons of the warrior. All these descriptions agree in representing education as a preparation for doing something, whether amassing wealth, defending human rights or preaching the gospel; whether healing disease, ruling a state or writing a book. Now if these ideals assume that the end of living is something external to life itself, something more than just realizing ourselves, they contain a hurtful defect. For the end of educa-

tion is not to send us beyond ourselves in search of life but to make the soul at home with itself; not to push the center of our happiness far from us, but to fix it within us; not to create eternal unrest, but the equilibrium of complete inner life. Equilibrium, remember, does not imply absence of motion, for, as Mr. Spencer says, there may be a moving equilibrium, i. e., balance of all the parts, though the whole be in motion. So even he who hath the inner peace will lead a life of action; he will do the duties pertaining to his station in life, but not as a slave either to the material conditions of existence, or to a restless ambition, or to the demand of society or even of civilization. He will fulfil his function solely by living forth the life whose center and satisfaction he hath already within himself. In a word, he will find the end of life not so much in doing as in being."

Here the lecturer speaks of the fruits of the contrary ideal—of the many external agencies disturbing mental-peace—noises of cities, the sleigh-bell jingle of our church music, our social entertainments, etc., from which, in no way, can we escape. He says: "What is to be done, then? I do not know. Perhaps nothing should be *done*; perhaps our failure in conversation are due to our trying to *do* something instead of our trying to *be* something. We make pumps and wind mills of ourselves, whereas we should be natural springs, or perchance a summer shower, or the dew of evening. Or even

"Some dead lake
That holds a shadow of a lark
Hung in the shadow of a heaven."

We should habitually live in great thoughts, have daily inspiration from ideals, daily communion with beauty. When we become at home at the fireside of our own spirits, solitude will cease to be irksome; we shall not itch to be entertained, and even in the society of our fellows, silence will have no terrors for us. Communion of spirit is the truest conversation, and this never comes through seeking or striving. Emerson said that society was good when it did not violate him, but best when it was likest solitude. But is there in all this any thing tangible upon which we can take hold for the bettering of social life? No, there is

not; and, indeed, what is most needful is not tools to be taken hold of, not effort, but only selfhood. Just as God is God not because he labors, but because he is the great *I Am*, so all our real successes must have as their vital principle the deep and God-like calm of a rich self-possession.

You will find this principle true whatever part of our varied civilization you examine. The amassing of the material conditions of culture and civilization is good as far as it enriches thought and feeling, but no further. How ought we to think of one who should hang a hundred masterpieces of painting upon the walls of his home, but never take time to look at them? How ought we to judge a nation which, already wealthy, should be too busy increasing its store to enjoy what it already has; so eager to amass the *means* of home comfort and culture as to deny itself both culture and comfort? Would it not be a calamity if the so-called "hustler" should become the type or ideal of Americans? In view of the true end of living, our habitual rush and restlessness must be pronounced an appalling perversion of our power.

Even our educational methods and institutions have become to some degree infected with this spirit. There is too much tendency to make a show before the world, to seek newspaper notoriety, to cater to the demands of the unthinking. Have learning and scholarship no spring of satisfaction within themselves but must every scholar and every institution of learning struggle with tooth and claw to keep before the public and ahead of rivals? Not that we should go back to the mediaeval monastery for a true type of education, but just as little can we take for such type the stock exchange, the political caucus, or the great department store. There is imperishable truth in the ancient ideal of the wise man who, through contemplation of truth, freed himself from bondage to desire, attained inner peace, and thus became the true king among men. Even Epicurus said that with a little barley bread and water he could rival Zeus in happiness. In a similar vein Emerson exclaimed, "Give me health and a day, and I will make the pomp of emperors ridiculous!" Yet the love of pomp, and of having or doing what dazzles the world, has invaded even our sanctuaries of learning.

Students quickly catch this tone and sing it in their own peculiar way. Finding the natural environment of a studious life too narrow, college students organize glee clubs, banjo clubs, and athletic teams in order to scour the country round and attract public attention to themselves. The high schools and even the grammar schools are quick to imitate the collegians.

But what can teachers do about it? What is the best method for meeting the case? Again the answer is that this is not primarily a question of method or of doing, but of being. O soul, wilt thou not at least learn that the seat of all thy power is thine own *I am*? If it shall be demanded of thee in what name and by what method thou comest, thou shalt answer, "*I Am* hath sent me unto you." Method and machinery have their place, for nature is a machine; so are our own bodies; and the laws of nature are nothing but methods; but the whole value of nature, our bodies included, is the thought and feeling and good will it expresses and calls forth. Back of all our methods, as the reason for their existence, must be the teacher's own consciousness, that he himself has found the true way of life. School machinery then, can not avail unless the teacher himself possesses the inner peace, dignity, spiritual wholeness of true culture. After all, it is only the soul that teaches the soul. If we would communicate true life to others, we must live with the source of true life. The apparently religious tone that our discussion is now assuming is unavoidable, for the religion of rational beings must take up the whole of culture into itself as an element of godlike living; and so it comes to pass that when we speak of the unity of life, which is the end of education, we must needs employ language, and perhaps awaken feelings that are at the same time matters of religion and matters of culture.

Then after speaking of artificial play and artificial toys, and fashionable parties for little people he proceeds to draw the important distinction between instruction by a process of stimulation and by a process of natural growth. "If the end of education is to put the human being into possession of himself, then stimulation has no place in the education of normal children. Do you demur on the ground that even

normal children are lazy? The reply is a denial, for behold the riches of mental and physical energy which they pour into their play. But perhaps you think that mental training consists in compelling children to do what is repugnant to them. The reply is that compulsion should be only an occasional incident of a process which is in general, pleasurable. Whenever you discover that a given requirement is a burden or a bugbear to the generality of your pupils and remains so for some time, you ought to suspect that you are working against nature. But some one will say, you must offer *some* incentive, some inducement to work. Yes, but shall that incentive be something inherent in the work, or something arbitrarily associated with it? Contests and prizes, however pleasurable, are bad whenever they kindle unnatural ambition, and ambition is unnatural whenever it sacrifices the self for things, whenever it begets effort much in excess of what children spontaneously make in their games. Something is wrong, too, when children are kept in perpetual anxiety about reciting and passing their tests, as well might a course of physical training produce in its victims a chronic irritation of the skin.

And now notice that stimulation of every sort creates an artificial appetite and an artificial dependence. The child is no longer satisfied merely to know things; knowledge becomes a mere means of attaining certain external ends, such as outward performances, percentages, grades, certificates, perhaps having his name printed in the newspaper. He learns to depend upon these things for happiness; the attainment of them is the only success he knows, and thus his ideals of life become warped and inverted even through our attempt to fit him for life. Why should we think that there is any better preparation for life than merely living? Must we measure the success of a teacher as we do that of a threshing machine? Must the teacher's standing with the board of education depend on the number of pupils he pushes and pulls and drives up to a certain percentage in a given number of weeks? May the Lord have mercy on the souls of children committed to the tender mercies of a percentage factory! For, though this process does train them to a certain kind of efficiency, it also begets the life-long habit of

nervousness, restlessness and inability to be at home in their own minds.

Then, after showing the proper use of the text-book, he draws closely the distinction between the natural and the unnatural examination. Among many other things he says, "School examinations, however, have become the symbol, if not the realization, of the unnatural. The reason is that their interest is not intrinsic like that of puzzles, but extrinsic. They call upon the child not to pour out his knowledge and his impressions (that would give pleasure), but to produce certain effects upon the mind and record book of the teacher. The result is anxious, painful preparation, drudgery, driving, where there should be joyous expansion of the wings. Here, too, is a chief root of the temptation to dishonesty in examinations. One artificial dependence naturally leads to another. A natural examination must aim first of all directly to promote the student's growth; not only the preparation but also the examination itself should enlarge the pupil's horizon; he should know the subject better after the examination than before. And if this be the case, he will experience the same kind of exhilaration that accompanies his muscular feats. It seems that we must have grades and percentages, but let them be kept in the background."

In conclusion the speaker said, "These are some of the points at which the teacher may either promote or hinder true ideals and habits of life. We reach here the most difficult of all things in education, for here at last we must transcend method and machinery, or rather, we must transfuse it all with our personality. The true teacher is not a cog in a wheel, not an employe in a factory; he is 'a prophet of the soul,' an experienced soul who helps new souls to find themselves. He knows that the only end of living is completeness of life, and that completeness lies not in what we have of external goods, not in the external effects which we may work, not in show or in seeming, but solely in what we are for ourselves and for our fellows."

The lecture concluded with Socrates' prayer as follows: "Beloved Pan, and all ye other gods who haunt this place, give me beauty in the inward soul; and may the outward and

inward man be one. May I reckon the wise to be weakly, and may I have such a quantity of gold as none but the temperate can bear and carry. Anything more? That prayer I think is enough for me."

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the state Normal School.

PRIMARY LANGUAGE.

FLORA GOURLEY.

Language purposely constructed with the idea of producing an effect, is held to be the subject matter of discourse. Discourse then treated in the process of construction is the aim and end of language work. And of elementary language all this plus its *adaptation to the first stage of knowing*, namely, the sense perceptive stage.

What shall be done with the language work for the first two years of school? For the first year no special line of work can be planned. Make language work incidental to all of the other work. Encourage expressions of observations made by the pupil in the school room, at home or anywhere at any time—never failing to correct all incorrect expressions. For the second year a somewhat more organized and definite plan can be laid out. Objects which the children can see and handle are used for description by means of sentences, not connected particularly for the first work, to express their ideas of the object as it appears at the time. During the latter part of this year the pupil may be led to make *connected* sentences concerning these fixed attributes of objects present and to write them.

To illustrate I will put before you a series of lessons I have in mind that might be given. The object to be described is a particular waste basket. The teacher has in mind the double purpose—to hold waste paper and look pretty. The purpose of this particular description will be to make an absent person know the object in the light of its two purposes.

In the first lesson the selection of the attributes which would be essential to the description will be made—such as

purpose, form, size, color, weight and material. The reasons for the selections should always be an important part of the work. It may require two, and for a class beginning the work, oftentimes three lessons to select the attributes. In the next two or three lessons the attributes will be arranged in the order of their importance with reasons given for the arrangement. For example, the attribute *purpose* would be taken first as the most important because it would give the absent one more of an idea of the other attributes. If we should say that the purpose of the object is to hold waste paper and to look pretty the absent person would have a better idea of it than he would if we should say the object is cream color, or the object is made of wicker. After purpose, the other attributes follow in the order of their importance.

These lessons are quite interesting, indeed. The teacher has an opportunity to apply skillful questioning. The individuality of the little people is strengthened in that they are urged to express their opinions and to give reasons for the same.

The attributes being arranged, two or three lessons should be given as to the best expression of them. Such expressions should be used as are necessary and to the point and only such.

After the pupils have had a series of lessons on a few objects and have done the work thoroughly, at the close of the second year's work the description may be written in a connected form.

This, as I see it, is a sort of outline of the language work of the first and second year, and thoroughly done, is excellent work.

ANDERSON, IND.

REPORT OF THE COMMITTEE OF FIFTEEN.

This committee has worked two years on some of the most important educational problems before the people of this country to-day, and their report should receive the most careful examination from every teacher, and especially of those engaged in work any where below the high school or in what is called elementary work.

The following are the ideas of the committee on a few of the points considered.

QUESTIONING.—The art of questioning is to be studied in its foundation principles and by the illustration of the best examples. They (quizzes conducted by the students) afford an ample opportunity to cultivate the art of questioning, skill in which is the teacher's most essential accomplishment.

READING.—The conclusion is reached that learning to read and write should be the leading study of the pupil in his first four years of school. Reading and writing are not so much ends in themselves as means for the acquirement of all other human learning. This consideration alone would be sufficient to justify their actual place in the work of the elementary school.

The reading and study of fine selections in prose and verse furnish the chief æsthetic training of the elementary school. But this should be reinforced by some study of photographic or other reproductions of the world's great masterpieces of architecture, sculpture, and painting.

HISTORY.—For the child loves to approach the stern realities of a firmly established civilization through its stages of growth by means of individual enterprise. Here is the use of biography as introduction to history. To teach history properly is to dispel the shallow illusion which flatters individualism, and to open the eyes of the pupil to the true nature of freedom, namely the freedom through obedience to just laws enforced by a strong government. History gives a sense of belonging to a higher social unity which possesses the right or absolute control over person and property in the interest of the safety of the whole.

OLD-FASHIONED RECESS.—In regard to physical culture your committee is agreed that there should be some form of special daily exercises amounting in the aggregate to one hour each week, the same to include the main features of calisthenics, and German, Swedish, or American systems of physical training, but not to be regarded as a substitute for the old-fashioned recess established to permit the free exercise of the pupils in the open air. Systematic physical training has for its object rather the will training than recreation,

and this must not be forgotten. To go from a hard lesson to a series of calisthenic exercises is to go from one kind of will training to another. Exhaustion of the will should be followed by the caprice and wild freedom of the recess. (For some time, many of our schools have given up all outdoor recess and substituted a five minute rest in the room instead. The recommendation of this committee that our outdoor recesses should be kept is worthy the consideration of every one having charge of a system of schools.)

THE PROGRAM—Those studies requiring the clearest thought should be taken up, as a usual thing, in the morning session, say arithmetic the second half hour of the morning and grammar the half hour next succeeding the morning recess for recreation in the open air. By some who are anxious to prevent study at home, or at least to control its amount, it is thought advisable to place the arithmetic lesson, so that the study learned at home will be grammar instead of arithmetic. It is found by experience that if mathematical problems are taken home for solution, two bad habits arise, namely, in one case, the pupil gets assistance from his parents or others, and thereby loses to some extent his own power of overcoming difficulties by brave and persistent attacks unaided by others; the other evil is a habit of consuming long hours in the preparation of a lesson that should be prepared in thirty minutes if all the powers of mind are fresh and at command.

TWO KINDS OF ATTENTION.—With one teacher, who supervises the study and hears all the recitations, there is a much better opportunity to cultivate the two kinds of attention (than in department work.) The teacher divides his pupils into two classes and hears one recite while the other class prepares for the next lesson. The pupils reciting are required to pay strict attention to the one of their number who is explaining the point assigned him by the teacher, they are to be on the alert to notice any mistakes of statement or omissions of important data, they are at the same time to pay close attention to the remarks of the teacher. This is one kind of attention, which may be called associated critical attention. The pupils engaged in the preparation of the next lesson are busy, each one by himself, studying the

book and mastering its facts and ideas, and comparing them with one another, making the effort to become oblivious of their fellow-pupils, the recitation going on and the teacher. This is another kind of attention, which is not associated, but an individual effort to master for one's self without aid a prescribed task and to resist all distracting influences. These two disciplines in attention are the best formal training that the school affords.

TENS AND ONES.

The children had studied numbers to 19, treating each as so many ones. The purpose of the present lesson is to lead them to see that these numbers over 10 are made up of one ten and a number of ones. The larger purpose is readily seen in that all the numbers below 100 are similarly made of tens and ones and still broader that "10 units of one order make one of the next higher." The present point is a necessary step in the preparation for adding columns (small ones, of course at this stage) in which "carrying" must be done.

In the first part of the lesson the children had counted the tens and ones in a number of pencils on the table and had tied the ten in a bundle and had left the ones loose. Similar work was done with tooth-picks, slips of paper and cards.

On the board the teacher had previously placed a row (pictures) of 11 daisies, 14 apples, 17 flags, 15 boxes, and three problems of which this is one: "John bought 1 dozen eggs; how many tens and how many ones did he buy?" The daisies were counted and the result, "11 daisies," written at one side. Then a line was drawn around 10 and this result recorded under the other, "1 ten and 1." This was done with each picture, the teacher doing the writing on the board and each child putting the same on his slate after the pictures which he had copied before the recitation began.

The problems seemed pretty difficult at first, and to help them get started the teacher had them "play" that their letter cards were eggs and they made their cards into two parts, the tens and the ones. In the case of the problems, the teacher was very particular that the children should tell

exactly what the problem told them and then exactly what they were to find out.

It was not the least of the good features that the teacher had one definite thing which she wished to teach and held steadily to this one point throughout the entire lesson. The order in which she used her devices, the objects themselves first, then pictures on the board, and last the problems in which they had to create their own pictures, was a noticeable feature. She saw clearly that the objects, the pictures and the problems were not the real lesson but only means to be used in leading the children to see the real point and to give some facility in separating these small numbers into tens and ones.

THE SCHOOL ROOM.

Conducted by GEO. F. BASS.

THE RECITATION.

Some teachers act as if they think that the chief end of recitation is to test the pupils in order to ascertain whether they have studied the lesson properly. Of course, no one will say that this is not a legitimate thing to do; but it should be remembered that it is only a *part* of what should be accomplished in a recitation. We have seen teachers spend twenty-two minutes of the twenty-five allowed in the recitation for this *testing*. During the other three minutes, the next lesson was simply assigned.

This might be allowable occasionally, but to make it a regular "diet" not only does not stimulate mental growth but retards it. The recitation should strengthen the pupil in his power to observe accurately, to think correctly and quickly, and to express his thoughts concisely and elegantly. But this does not mean that a recitation should be divided as to time into three distinct parts, a certain portion devoted to training the observing powers, another for stimulating thought and another for drill in expression. It means that the teacher is not going to lose any opportunity to do these things for the pupil; e. g., the pupil may be observing the "cat-tail." He is looking at it. The teacher says, "Touch it." By this time he has stimulated the pupil to observe more closely, per-

haps. The pupil says "It is smooth and soft." The teacher says, "Like what?" The pupil says, "Like velvet." Another says, "Like a cat's tail." Another says, "It is round like a cat's tail. The teacher has stimulated thought and expression with the emphasis on the thought. He may need to emphasize the expression occasionally. A pupil may not use the best word or collection of words to express his thought. Here the teacher may help by suggesting a better expression.

So these three purposes of recitation move along together, and enable the teacher and pupil to come into "vital touch."

DIDN'T UNDERSTAND IT.

"If you sell a house for \$5000 and lose $12\frac{1}{2}$ per cent., for what price should you sell another, at an advance of $12\frac{1}{2}$ per cent. so as to cover the loss on the former house?"

The foregoing problem is in the Complete Arithmetic of the Indiana Series. A pupil tried to get it "but couldn't understand it." She appealed to the teacher for help. What should the teacher do? Should he tell the pupil to study it out for herself, or should he give some assistance? All will admit that the teacher should not do the problem for the pupil, because he would not be doing the best thing to develop the pupil's powers. If it is done for her she will be very little, if any more able, to solve the next difficulty that may present itself.

This teacher did something like the following:—T.—What is the \$5000? P.—It is what the house was sold for. T.—How does it compare with the cost of the house? P.—It is less than the cost. It is $12\frac{1}{2}$ per cent. or $\frac{1}{8}$ less than the cost. T.—Yes; how do you know it is? P.—Because it is stated in the problem that he sold it a *loss* of $12\frac{1}{2}$ per cent. T.—Very well. Now what *part* of the cost is the \$5000? P. It is $\frac{7}{8}$ of the cost. T.—What, then, is $\frac{1}{8}$ of the cost? P.— $\frac{1}{8}$ of \$5000 or \$714 $\frac{3}{4}$. T.—How much must he gain on the other house? P.—I don't know. T.—Read the problem. (Pupil reads.) T.—What does it mean by "covering" the loss of the former house? P.—I don't know. T.—It means that he sells the other house so as to *gain* as much as he lost on the former house. P.—Oh.

We think the teacher did right in *telling* what this language means. There was no way that the pupil could find out for herself. It is a peculiar use of the word "cover" that she was not acquainted with. This is what made her say "Oh" when the teacher told her what it meant. How much we put into exclamations! The pupil must have thought, "Oh, if that is what it means, I can tell how much he must gain by his second sale." Without any further question or suggestion from the teacher she said, "He must sell it so as to gain \$714 $\frac{2}{3}$." T.—Yes; what per cent. does he gain on the second house? P.—I don't know. T.—Read. Pupil reads and again said, "Oh," and then added, "Why, 12 $\frac{1}{2}$ per cent." T.—Then what part of the cost does he gain? P.— $\frac{1}{8}$ of it. T.—For how many eighths of the cost does he sell it? P.—He must sell it for nine-eighths of the cost, for he sells it to gain one-eighth. T.—Then \$714 $\frac{2}{3}$ is what part of the selling price of the second house? P.—One-ninth of it; so he must have sold it for 9x\$714 $\frac{2}{3}$ which is \$6426 $\frac{2}{3}$.

How much shorter it would have been for the teacher to have said: "Divide \$5000 by 7 and multiply the result by 9." Or, "He must have sold it for $\frac{9}{7}$ of \$5000!" This would be the best thing to do if the answer were the end for which the teacher is working. But since it is the development of the pupil's powers that is the end in view, the last plan is almost worthless and the first one of great value.

A FOURTH READER LESSON.

A teacher who had studied "The Philosophy of Teaching," used this year in the Teachers' Reading Circle Course and who had read several articles on the teaching of reading in the fourth and fifth reader classes and believed the doctrines therein set forth, as well as what may be found in the book referred to, undertook to teach a fourth reader class in an Indiana school. He took the first lesson in the book. It is about Benjamin Franklin. He believed that a teacher should prepare the lesson he expects to give. This lesson gave him him serious concern while he was preparing it. In his preparation he considered the pupil as to how he must comprehend this selection. He even went so far as to ask himself just how

he would begin the lesson. Would he begin by asking some one to read the first paragraph? This would be the easiest thing for him to do. But it might bring only "lip service" from the pupil. He might call the words and yet have no adequate conception of the meaning they were intended to convey. But then this is just a little biographical sketch, so any one can understand it. If it were a poem it would be different. So he turned to the piece and read the first sentence which is as follows:—"Benjamin Franklin was born in Boston seventy years before the Declaration of Independence." Evidently the author intended to tell us, by this sentence, when Franklin was born. But these pupils do not know much about the Declaration of Independence. They have not heard the "story" of the Revolution told in the primary grades. It is useless for this teacher to say that they should have heard this story long ago, at least for his present purpose. It is his business to make the best of the present situation. These pupils cannot be sent back to the primary grade to wait for an ideal teacher to come and tell them all the interesting and valuable history stories, etc. It will not help matters for him to say that "this book is not made for these pupils or else they are not made for the book." He is there with his "universal principles" and it is his business to teach this class in the light of these "universal principles." So he decides, that since they must know something about the Declaration of Independence to interpret the first sentence even, he will *tell* them something about it. We wish we had room to give our readers the story as he decided to tell it.

He led the children to think how long ago it was by having them think of their grandfathers and then of their grandfather's grandfather. He told of the discovery and settlements that occurred a long, long time before this. Told how the mother country treated the colonies. How they would not allow them their rights and how this brought on this Declaration of Independence. He called attention to the fact that Franklin was a man about seventy years old at that time. He told briefly of how people lived in those days without railroads, telegraphs, telephones or natural gas. Now this first sentence was full of meaning. The pupils could now see that Franklin was an old man during the war of the

Revolution. While they would have known this from the eighth paragraph, because it is there directly stated, here they *infer* it which is better so far as mind development is concerned. As the teacher thought the lesson through in this way, imagining himself before his class, he studied every point and decided not only how to *begin* the lesson, but also how to bring out every point of knowledge.

He found a suggestion in the second sentence that he was afraid might be misleading to some who did not like arithmetic. Especially would this suggestion be recalled when the pupils read from the fifth to the eighth paragraphs. The teacher had decided that he would show that it was not on *account* of his dullness in arithmetic that he succeeded, but on account of his perseverance in what he undertook to do.

Another point that the teacher thought might give trouble was the fact that he ran away. But this, he thought, could be justified by showing what a hard master his brother was. He also decided to call special attention, just here, to the fact that Benjamin was "temperate, industrious and saving."

He decided to have the pupils read through the story of the whistle, beginning with the ninth paragraph, and then call on them to tell the story. He would ask them to give the meaning of the expression, "Don't give too much for the whistle." A teacher who has thus gone through a reading lesson will be ready for almost any unexpected thing that may arise. He will not begin at the "head" of the class and say, "John, read the first paragraph," and when he is through, say, "Any criticisms?" And then listen to such as "he said *at* for in," "didn't stop at the comma after school, 'left out *the*, etc. To this he will *not* say, "Yes, the next may read the next," and thus "grind out" the whole lesson. He will *not* have the pupils "reading backwards," nor copying several paragraphs on their slates to keep them busy. No, he will find better business than that for them.

No, when the pupils have read this lesson with such a teacher, they will have a desire to know more about Franklin and other great men. They will wish to read his autobiography. They *will* read it if they can find it. The teacher's story about the Revolution will have awakened an interest in

the early history of our country, and if he suggests such books as the American History Stories and from Colony to Commonwealth, these books will be in demand. They are probably in the school library, too. The teacher knows whether they are there or not. If they are *not* there, he is going to have them there. Thus, our reading lessons may put the pupils in touch with the world.

SUPPLEMENTARY READING.

[We wish to call attention to the use that may be made of the many good books that teachers can almost get by asking for them. The description that follows shows how one of this year's Reading Circle books may be used in school. The book is called "The Making of the Great West."]

This book has been a great help to every member who has read it. Geography and History of the Great West have increased in interest as we have read the book from month to month.

"We read of the 'gold fever' in our histories, but when we read of the discovery of gold as given in this book, we *have* the fever. Every one who reads of Jas. W. Marshall's mysterious visit to Capt. Sutter, has a vivid picture of the two going into the private room of Capt. Sutter and locking themselves in. We can see them examining those shining particles trying to determine whether they are really gold. When all doubt was removed, we can see how the countenances of the two men changed. One, Capt. Sutter, saw that his simple, rural life was gone. He seemed to understand what an avalanche was coming.

The news spread rapidly, but not as rapidly as it would now. There was no telegraph connecting California with the East then. There were no cables even dreamed of then. Yet before many months had passed the news had reached all quarters of the globe.

"As we read of the far-reaching effect of this one little accidental discovery—stores and shops closed, homes and loved ones deserted for the gold fields—we could not help saying, 'What for?' and the answer came 'for gold.' And why do we want gold? How many of us to-day, would leave our

daily work, if we believed we could quickly possess a great quantity of gold? 'All of us,' we hear several say. The answer is not much wrong. What do we want with the gold? Is it the best thing in the world? 'Yes, sir,' from several. 'No sir,' from others. But we all want it, and it seems that the more one has, the more he wants.

" 'We want gold because we can get other things with it,' observed one of our circle. 'Yes,' said the leader, 'let us read on page 277.' All turned to the page and began to read; geographies were in demand. The children wished to locate the places referred to. When we found that they came from 'every clime,' we began to discuss the power of man to adapt himself to conditions of climate, etc. We seem to live in this period of gold discovery as we read. If there are any who have not read this delightful book, we hope that they will seize the first opportunity to read it."—*The Young People.*

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

AN ORAL LANGUAGE LESSON.

It was a dreary, drizzly afternoon. The lessons had dragged all day, in spite of Miss May's earnest efforts. Now at the [afternoon recess, the pupils wandered about listlessly, or looked gloomily from the windows at the unprepossessing landscape surrounding the school house of District No. 6. The recitations in language came after recess. Miss May liked to have them at that time because they roused a lively interest and sent the pupils home in a pleasant frame of mind. When the lessons were based on pictures she usually hung up the picture to be studied, at recess, and an eager group gathered about it full of interest and comments.

It happened to-day that the picture was of three boys playing marbles in the rain. The pupils looked at it silently a few minutes, then one remarked disconsolately, "seems like

there's enough rain out o' doors 'thout having a rainy picture." "What shall I do to counteract this gloomy, depressing weather," thought Miss May, feeling a bit depressed herself. Suddenly a plan suggested itself. It seemed so promising that she smiled with infectious cheeriness when at the close of recess she took the "rainy picture" from the wall, and said brightly, "We will try a new kind of language lesson to-day. The whole school may be in one class." Eyes brightened with curiosity. "A new kind of lesson" sounded enticing.

"I hope some one will volunteer to leave the room," continued Miss May, and while he is absent I will read a story to those who remain. Then we will call the absent one back, and you may try to tell him the story." There was interest in the faces now. Some looked doubtful and some confident, but all pleased at the suggestion.

"Who will volunteer to wrap up and stay in the hall while I read?" asked Miss May.

"I will," said David, "if I can take my 'rithmetic and be getting my work for Monday."

(David had many chores to do at home each evening, and improved every spare minute at school.) "That will be the very thing" said Miss May cordially.

When David was comfortably settled in the hall, Miss May slowly and distinctly read from *The Youth's Companion*, the story, "Adrift on a Bell-buoy." She gave a word of explanation now and then for the benefit of the younger listeners. There was a rustle of expectation, when the story was finished and David took a seat beside Miss May. This is the story as the pupils told it:

"The name of the ship was the Ranger."

"The boy was scared of the fire-snake, it wiggled after him and then he fell down and didn't have any sense."

The sea hawk caught the bell-boy and the captain wouldn't pay for it."

"The boy didn't drown. He prayed hard and God made him remember the bell. Then he made his fingers bleed trying to get the cloth off. He found the knot and took the sail off and the bell went 'dong, dong, dong,' so loud it made him fall down."

"The boy couldn't sleep, he was so cur'us. He wanted to know why the bell didn't ring. He went to bed twice, but couldn't sleep 'cause he was so cur'us about the bell-boy. He climbed down the rope to see the bell and it broke and drifted off, and he hollered and hollered and he was 'fraid to swim, and the rope looked like a fire snake, and then he said his prayers, and some fishermen found him, and he went to sleep."

"The boy was so cold and wet he most froze."

"The Ranger took oil and things to eat to light houses."

"The captain showed the boy that it wasn't a snake, it was a rope with little *things* on it like lightning bugs."

"Well, David, what do you think of the story?" said Miss May, demurely.

"Queerest story I ever heard," he replied laughing. "Did the bell-boy fall off the Ranger, and a snake and a sea-hawk get after him? But where was that bell? and why couldn't the bell boy ring it all right?"

There was a vigorous shaking of heads among the narrators.

"It isn't very clear to David, suppose you try again," suggested Miss May.

They tried again but with only a little better success.

Finally Miss May said, "I believe if Walter would think very carefully he could tell the story." Thus encouraged Walter gave the following version.

"The story is about a boy who drifted off on a bell-boy." "A what?" asked Miss May. "A bell b-woy," corrected Ralph. "A b-woy is like a little raft that you hang a bell on and anchor it on rocks or sand to warn ships. This b-woy had broken loose and drifted off, and the Ranger went to find it. But another ship named Sea Hawk got it and the captain wanted the Ranger's captain to pay for it. But the Ranger's captain wouldn't pay. He just took the b-woy anyhow. He fastened it to the Ranger with the same rope that had fastened it to the Sea Hawk and the rope was worn most in two. The next day he was going to take the b-woy back and anchor it where it belonged.

"That night the little boy wondered why the bell on the b-woy did not ring. The little boy was on the Ranger and

he was twelve years old. He wondered so much and was so curious he could not sleep. At last he slipped down the rope that fastened the b-way to the Ranger and looked at the bell. He saw that the sailors had tied some sail-cloth on the clapper so it couldn't ring.

"Then he turned to go back to the Ranger and he saw that the rope had broken and he was drifting out to sea on the b-way. He screamed and hollered but nobody heard him.

"Then he saw something like a fire-snake trailing after the b-way, and it kept waving and shining and scared him worse 'an ever.

"Then he said his prayers and felt better. He thought if the bell would ring some of the ships would come after him. He made his fingers bleed trying to get the sail-cloth off. When it was off the bell rang 'dong, dong, dong,' so loud that it most made him deaf and he fell down.

"He was so wet and cold and 'fraid the fire-snake would catch him that he fainted. A fisherman's boat came and took him and the b-way back to the Ranger.

"The Ranger's captain showed him that the fire-snake was only the rope that had fastened the b-way. It was covered with little insects that shine at night like lightning bugs."

"Very good, Walter! Now David may read the story himself and see if you have not told us all the principal things about the boy on the buoy."

Miss May looked at the animated faces and felt that the "new kind of language lesson" had made sunshine indoors at least.

For the story to end well we should say that Miss May continued the oral lessons until the pupils could re-tell clearly, correctly and entertainingly any story they heard. That the exercise was a potent agency in moulding their characters, instilling truthfulness by teaching them to tell exactly what they heard.

But we shall join the realists and frankly admit that the end was not so ideal. Miss May recognized the possibilities, intellectual and ethical in such work. But the term was short and the school large and each subject entitled to its just portion of time. So such oral lessons were only occasional. Few but Walter learned to tell a story creditably. Why could

Walter do so well? Simply because he had a talent for it, just as others have a talent for drawing or music.

Miss May gave the pupils a little practice and much inspiration and sighed that she could not do more.

DESK-WORK.

ILLUSTRATED NUMBER CARDS.

The following device is equally as effective in either desk work or recitation.

The illustrated cards may be made by grouping upon pieces of card-board pictures gathered at random. But the most satisfactory plan is to purchase Reed's pictures for number work. They may be bought of almost any large school supply firm. They cost a cent a sheet. Each sheet has ten copies of some pictures, as ten fans, ten horses, or ten shoes. Separate these pictures and paste them upon card-board in addition and subtraction. Each card furnishes three problems for the pupils.

Fancy two of these cards placed before the pupils for desk work. On one are groups of three chickens and five chickens; on the other four tops and six tops.

These furnish the pupils with six problems to be written neatly on the slates or paper. Simple problems requiring brief statements may be:

I.

1. Three chickens and five chickens are eight chickens.
 $3+5=8$.

2. Eight chickens minus three chickens equals five chickens.
 $8-3=5$.

3. Eight chickens minus five chickens leaves three chickens.
 $8-5=3$.

II.

1. Four tops and six tops are ten tops. $4+6=10$.

2. Ten tops minus four tops leaves six tops. $10-4=6$.

3. Ten tops minus six tops leaves four tops. $10-6=4$.

A more difficult exercise giving a larger practice in language work, may require pupils to originate problems similar to the following:

I.

1. Three chickens ran into the garden and five stayed in the coop. There were eight chickens in all. $3+5=8$.

2. A hen had eight chickens. A hawk caught three. Then she had only five left. $8-3=5$.

3. Eight chickens were hunting bugs. Five chickens found some. But three did not catch any. $8-5=3$

MEMORIAL DAY PROGRAM.

MAY 30, 1895.

As Decoration Day draws near, it is natural to recall the name of the woman who prompted General Logan to establish it, and whose death has been recently recorded. Mrs. Martha G. Kimball of Philadelphia, was but fifty-four years old when she died, but she had served as a hospital nurse in the war, was appointed Chief Inspector of Hospitals by General Sherman, and was the friend of the greatest generals and best known statesmen. Her attention was first turned to the decoration of the Union soldiers' graves by noticing how the women of the South laid flowers on the graves of the Confederate dead, and through her influence upon General Logan was passed the law in 1868 which established May 30th as a memorial day.

1. SONG - - AIR: "*Marching through Georgia.*"

Bring your choicest flowers dear,
To deck the soldier's grave;
Place them tenderly and neat,
In memory of the brave
Who fought and fell in battle fierce,
Their country's life to save.
Soldiers brave, good and true!

CHO.—Come one! come all! and bring your choicest flowers,
Come one! come all! this work of love is ours,—
To decorate the soldier's grave with Nature's choicest bowers.
Soldiers brave, good and true.

Bring your choicest flowers for
The heroes buried here;
The Blue and Gray alike they fought
For what their hearts held dear:

We keep their memory green to-day,
 The distant and the near,—
 Soldiers brave, good and true!—CHORUS.

The Stars and Stripes still float alike
 O'er North and South to-day.
 No discord now doth mar the scene
 Where gentle Peace has sway.
 And while we scatter flowers on
 The graves of Blue and Gray,
 Sing: "One Union and Flag evermore."—CHORUS.

QUOTATIONS FOR DIFFERENT PUPILS.

(If each child will come forward when he recites bringing a flower or bunch of flowers, and place in a mound, the whole can be carried later and placed on the soldiers' graves in the nearest cemetery. In many places it is customary to collect the flowers brought to the schools as the chief decorations.)

1. "And how can man die better
 Then facing fearful odds
 For the ashes of his fathers
 And the temple of his gods.—*T. B. Macauley.*
2. "Your silent tents of green
 We deck with fragrant flowers;
 Yours has the suffering been.
 The memory shall be ours."—*Longfellow.*
3. "Peace to the brave who nobly fell
 Beneath our flag their hope and pride!
 They fought like heroes long and well
 And then like heroes died."—*W. T. Adams.*
4. I, with uncovered head
 Salute the sacred dead
 Who went and who return not.—*Lowell.*
5. Honor the dead and quick alike,
 Who served our country's needs;
 One with the blossoms brought in love
 One with loving deeds.
6. "I have one sentiment for the soldiers living or dead—
 cheers for the living—tears for the dead."
7. "Give a broad and perfect loyalty that loves and trusts
 Georgia alike with Massachusetts, that knows no north, no
 south, no east, no west, but endears with equal and patriotic
 love every foot of our soil, and every state of our union."
8. "Till the mountains are worn out and the rivers for-

get to flow, till the clouds are weary of replenishing the springs and the springs forget to gush and the rills to sing, shall their names be kept fresh with reverent honors which are inscribed upon the National Remembrance."—*Beecher*.

9. RECITATION - - - - The Young Soldier.

Into the house ran Lettice,
With hair so long and bright,
Crying, "Mother! Johnny has listed!
He has 'listed into the fight!"

"Ah, that's a likely story!
Why, darling, don't you see,
If Johnny had 'listed into the war
He would tell your father and me!"

"But he is going to go, mother,
Whether its right or wrong;
He is thinking of us all the while,
And he won't be with us long."

"Hush, child! your brother Johnny
Meant to give you a fright."
"Mother, he'll go, I tell you I know
He's listed into the fight!"

That night, in the good old farmstead
Was many a sob of pain;
"O, Johnny, stay! if you go away,
It will never be home again."

But Time, its still sure comfort lent,
Crawling, crawling, past,
And Johnny's gallant regiment
Was going to march at last.

Another year, and the roses
Were bright on the bush by the door;
And into the house ran Lettice,
Her pale cheeks glad once more.

"O mother! news has come to-day!
'Tis flying all about;
Our John's regiment they say,
Is all to be mustered out!

"The brightest day that ever yet
The sweet sun looked upon,
When we shall be dressed in our very best,
To welcome home our John!"

And the mother put away her look
 Of weary, waiting gloom,
 And a feast was set, and the neighbors met
 To welcome Johnny home.

And by and by a soldier
 Came o'er the grassy hill;
 It was not he they looked to see,
 And every heart stood still.

He brought them Johnny's knapsack,
 'Twas all that he could do,
 And the cap he had worn, begrimed and torn,
 With a bullet hole straight through!—*Alice Cary.*

10. TALK. - - - - - By the Teacher.

11. FLAG SALUTE, - - - - - By War and Peace.

(A boy carrying a gun, and a girl a wreath of flowers representing War and Peace respectively.)

War—I stand for war, that ever calls brave men to defend their homes. The road I follow is full of hardships and dangers. I fight for the right. Although I cause death and suffering, at times my country needs me. [*Turning towards the flag.*] That flag of freedom I uphold, so that it protects our people wherever they may be. In time of need I shall be ready to defend it from all enemies.

Peace.—

Peace am I that bring the people light and joy,
 After war's sad gloom and sorrow has all fled,
 Better far, if war should never come again.
 If we evermore might safe in peace be led.

[*Turning to the flag.*]

Flag of Freedom, thee I ne'er defend by might,
 By commerce and the arts I keep thy glory bright.

12. RECITATION. - - - How Blue and Gray Blend.

"Oh, mother, what do they mean by blue?

And what do they mean by gray?"

I heard from the lips of a little child,

As she bounded in from her play,

The mother's eyes filled up with tears;

She turned to her darling fair,

And smoothed away from the sunny brow

The treasures of golden hair.

"Why, mother's eyes are blue, my sweet,
And grandpa's hair is gray,
And the love we bear our darling child
Grows stronger every day."
"But what did they mean?" persisted the child,
"For I saw two cripples to-day,
And one of them said he had 'fought for the blue,'
The other had 'fought for the gray.'
"The one of the blue had lost a leg,
And the other had but one arm,
And both seemed worn and weary and sad,
But their greeting was kind and warm.
They told of battles in days gone by,
Till it made my blood grow chill,
The leg was lost in the Wilderness fight
And the arm on Malvern Hill.
"They sat on the stone by the farmyard gate
And talked for an hour or more
Till their eyes grew bright, and their hearts seemed warm;
With fighting their battles o'er.
And parting at last with a friendly grasp,
In a kindly, brotherly way,
Each asking of God to speed the time
Uniting the blue and the gray."
Then the mother thought of other days,
Two stalwart boys from her riven;
How they'd knelt at her side and, lisping, prayed,
"Our Father which art in heaven;"
How one wore the gray and the other the blue;
How they passed away from sight,
And had gone to the land where gray and blue
Merge in tints of celestial light.
And she answered her darling with golden hair,
While her heart was sorely wrung
With the thoughts awakened in that sad hour
By her innocent, prattling tongue:
"The blue and the gray are the colors of God;
They are seen in the skies at even,
And many a noble, gallant soul
Has found them passports to heaven."—Charles L. Brace.

SONG. - - - - - "My country, 'tis of thee."

(For additional numbers of a program see JOURNALS for May, 1893—
May, 1894.)

EDITORIAL.

G ant freedom to the children in this joyous spring;
Better men hereafter
Shall we have for laughter
Freely shouted to the woods, till all the echoes ring.
Send the children up
To the high hill top,
Or deep in the wood's recesses
To woo spring's caresses.

—Selected.

TEACHING the effects of alcoholic drinks and narcotics on the human system is to be a part of the public school work hereafter. So important is this law that we print it in full in the official department. After July, all teachers must be examined on the subject and must teach it on penalty of being dismissed.

BOTH the northern and southern associations made unprecedented records this year in the number of members actually enrolled. The attendance at South Bend was simply marvelous. The enrollment, 851, was nearly double the greatest ever made at the state association. In the past, the southern association has averaged much larger than the northern but for the past few years the northern seems to be coming to the front. This was by far the largest educational meeting ever held in the state. Calvin Moon has a habit of overdoing things.

THE new trustees, already elected, do not assume the duties of their office till August 1, and yet they have the employment of the teachers for the coming year. It is only fair to teachers that they should know before August 1 where they are going to teach. The incoming trustees should consult with the outgoing trustees, and with the superintendents, and then let teachers know exactly what to depend upon. Of course no written contracts can be legally made until trustees are installed in office, but this need not prevent a mutual understanding that can be relied upon. Teachers like to know early just what they can depend upon and it is only just that they should know.

THE Report of the Committee of Fifteen is causing quite a discussion just now, not only on account of the matter it contains but because of the action of the officers of the National Association who have permitted the publishers of the *Educational Review* to take out a copy right on the report. The JOURNAL is not in possession of all the facts and has no criticism to offer. The fact however, that the president of the National association and the president of the committee of fifteen are both interested in the *Educational Review*, will make it necessary for these gentlemen to explain, why they did not give other educational papers a chance to compete for the copy-right, and to further explain why a public document of this sort should be copy-righted at all.

RESULTS OF A KIND ACT.

An interesting charity fund is about to be established in New York. A year or so ago Dr. Paul Hoffman, an assistant superintendent of the public schools in that city, was accidentally killed by a cable car. Shortly before his death he had given \$400 to be spent in purchasing spectacles for school children who needed them and whose parents were not able to buy them. The expenditure of this money did so much good that friends of Dr. Hoffman have determined to raise an endowment to be known as the Hoffman spectacle fund. The money will be permanently invested at 4 or 5 per cent. and the interest is to go to the purchase of spectacles for poor children who would otherwise be kept out of the public schools.

EDUCATION OF THE COLORED RACE.

The annual report of the Commissioner of Education contains some interesting statistics concerning the education of the colored people in the south. They show that in the sixteen southern states there were enrolled in public schools 3,558,908 white children and 1,352,816 colored. As colored children are estimated at one-third of the entire number of children of school age in these states it will be seen that they furnish their full quota of enrollment. In Mississippi and South Carolina the number of colored children in public schools exceeds the number of white children, the proportions being 178,941 to 161,986 in the former state and 113,219 to 92,430 in the latter. These statistics, it must be remembered, relate only to the southern states where there are separate colored schools. The number of colored children in the public schools of the northern states is very large. Passing to higher education, the report shows 38 normal schools, with 324 teachers and 8,042 pupils; 72 academies, with 396 teachers and 16,237 pupils; 25 universities and colleges, with 369 teachers and 8,116 students; 22 schools of theology, with 65 teachers and 577 students; 5 schools of law, with 16 teachers and 119 students; 5 schools of medicine, with 51 teachers and 457 pupils, and 16 schools for deaf, dumb and blind, with 14 teachers and 581 pupils, all devoted exclusively to the education of children and young men and women of the colored race. This is certainly a remarkable showing for a race whose emancipation from slavery dates back only about twenty-five years, and which has been handicapped and hampered in every possible way.

The Commissioner of Education does not believe in the theory of the essential inferiority of the negro race or the consequent conclusion that they cannot take on the higher education. Facts shows that some of the race can and do take on the higher education and make good use of it. "While the controversy is going on as to whether the negro is capable of receiving the higher education," says the Commissioner, "and while many reasons are being advanced why he is not, the colored man himself is saying nothing about it, but is going

forward learning all he can and endeavoring to increase the number of object lesson with which the theorist must contend. The number of highly educated colored ministers, lawyers, doctors and educators is small, indeed, as yet, and they are scattered over a wide expanse of territory, but each year sees the number increasing." The question of higher education will solve itself. Only a small minority of white people are highly educated, and very many are not capable of receiving such an education. Statistics show that the number of highly educated colored people is increasing and it is probable that eventually the proportion of such will be equal to that in the white race. That, however, is a less important phase of the question than the fact that in the means and facilities for common school and academic and industrial education the colored people have made wonderful progress and are still progressing.

The above is taken from the *Indianapolis Journal*.

AN INTERESTING LETTER FROM FRAU FRÖBEL.

A few years ago Mrs. Eliza C. Blaker, superintendent of the Free Kindergartens in Indianapolis, in preparing some work for the National Educational Association, wrote a letter to the widow of Friedrich Fröbel, the noted founder of the kindergarten and received the following letter which will be read with interest:

HAMBURG, GERMANY, May 11, 1891.

From your friendly lines, I see that even at such a distance Fröbel's endeavors are recognized and that some would guide the growing generation according to his views. Harmonious development of the whole human being Fröbel recognizes as the aim of all education.

In his training school at Keilhau, he and his associated friends educated youth according to such views. Instruction, work in free nature, (open air), turning, and joyful play beneficially strengthening the mind and body of the pupil. In different writings Fröbel expressed his fundamental laws of education.

Through experience he saw, that with many children the first years of their lives were not well used, and from this weaknesses were carried, the pains of which might have been spared the youth. He turned to the mothers and tried to call their attention to the sacred duty of fostering the earliest childhood. He, also, wanted to educate and train young girls for this most important part of woman's life.

From this idea originated the kindergarten, in which many young girls are working for their own good and the good of others.

The blessing of this training will only be seen when in home, school and kindergarten Fröbel's method shall gain influence over children.

Now, the family very seldom offers that which the developing power of the young life requires.

The art of training is very difficult to acquire, but if it be added to a real love for children, then it will prove a great blessing and can further the maturing of glorious fruits. Fröbel says in his "Education of Man":—"It is not possible that we derive higher gratification from any source, than from the guiding of our children, *from the life with our children*, by living for our children." Very respectfully yours,

L. FRÖBEL.

A STUDY IN TEACHING SPELLING.

Dr. J. M. Rice, who is well known to teachers through his educational writings, is now engaged in making a scientific study of the methods of teaching spelling. In order to get comprehensive data from which to draw his conclusions, he has asked the teachers in a large number of cities to assist him. Indianapolis has complied with his request. In his circular of explanation he says:

"The purpose in undertaking these tests in spelling is to study the comparative value of the various methods employed in teaching the subject. It is to be hoped that investigations of this nature will open the way toward a general study of methods from the standpoint of results, and, finally, toward placing methods on a sound and truly scientific basis.

As the elements involved in the development of the individual are numerous, tests of this nature may be regarded as valuable only when many factors, such as the influence of age, nationality, home surroundings, etc., are duly considered. It is for the purpose of throwing as much light as possible on the subject that the accompanying set of questions have been prepared. The same words are to be employed in the fourth, fifth, sixth, seventh and eighth-year classes.

The following is the list of words:

Furniture, chandelier, curtain, bureau, bedstead, ceiling, cellar, entrance, building, tailor, doctor, physician, Chicago, Mississippi, Missouri, musician, beggar, Alleghenies, independent, plumber, February, engine, conductor, brakeman, baggage, machinery, Tuesday, Wednesday, Saturday, confectionery, different, addition, division, superintendent, arithmetic, pigeon, autumn, breakfast, chocolate, cabbage, dough, biscuit, celery, vegetable, scholar, geography, strait, decimal, lead, steel.

Having finished his spelling the pupil is required to answer these questions: 1. How old will you be on your next birthday, and when will it be? Where were you born; give city and State—foreigners should give only the name of the country. 4. In which country was your father born? Your mother? 5. What languages are used in conversation at home? 6. What is the occupation of your father? 7. How many years have you lived in the city? 8. How many years have you been going to school? 9. How many years have you been coming to this building? 10. Which other schools in this city have you attended? 11. Where did you go to school before coming to this city? 12. When did you enter this grade; give year and month?

The teacher is then requested to write "near the upper right hand corner of each paper, a number indicating the pupil's class standing, as well as a number showing her estimate of the child's intellectual strength, the numbers to range from one to four. For class standing the rank should be given thus: Excellent, 1; good, 2; fair, 3; poor, 4. For intellectual strength, as follows: Very bright, 1; fairly bright, 2; average, 3; dull, 4. The purpose is to learn what relation the class standing and intellect of the pupil bear to his ability to spell."

The teacher is also asked to answer these questions: 1. How many minutes do you devote to spelling, including both preparation and recitation? 2. How many minutes are devoted (a), to preparation? (b), to the recitation? 3. How many minutes are devoted (a) to oral spelling? (b) to written spelling? 4. About how many words do you assign for each recitation in spelling? 5. Do you use a spelling book, or anything in the nature of a spelling book; or do you select words from the reader, geography, etc.? Please give particulars. 6. Did your pupils learn to read by the phonic method? 7. How much time do you devote to penmanship as such, i. e., aside from composition or dictation work? 8. Do you use a copybook? 9. Do you use any special method in penmanship? If so, which?"

The Doctor hopes by a careful study of the results of these tests to reach some conclusions that will be of value. A method deduced from the results of actual experience and practical results can be relied upon.

THE MEETING AT DENVER.

THE National Educational Association to be held in Denver, July 5-12, is growing in interest. The indications are that it will be one of the largest, if not the largest meeting in its history. As heretofore stated, the railroad fare will be one fare for the round trip, plus two dollars, which goes to the association, and which secures the printed volume of proceedings. Every hotel in Denver has been secured by some state as headquarters. D. K. Goss, of the Indianapolis schools, who is a member of the state committee, is now in Denver, and a telegram just received, conveys the information that he has secured headquarters for Indiana at the Wind-or Hotel. Only a limited number of rooms could be secured, and the rate is \$3 a day. Doubtless he will make other arrangements at lower rates for those who cannot stop at headquarters. Prof. Benton, of the Indianapolis high school is planning to take a company to Denver, and will have his headquarters at the American Hotel at \$2 a day. Prof. Woodruff, of Indianapolis, J. W. Carr, of Anderson, and possibly others are arranging to head parties, but we do not know what arrangements they have made for stopping places. Full particulars will be published next month. There will be no trouble in securing cheap boarding if teachers wish to go out and stop with private families or in boarding houses. By all means stopping places should be secured in advance.

Address all letters in regard to stopping places, to Hon. Fred Dick, chairman of Hotel Committee, Denver. Remember that Denver is in easy reach of some of the most remarkable scenery in this country, and that cheap excursions will be run to all places of interest.

Doubtless some Indiana teachers will want to spend some time at the summerschool, at Colorado Springs, just at the foot of Pikes Peak.

Read the statements made by railroads elsewhere in this issue of the JOURNAL for further information. A card to J. C. Dana, will secure the *Bulletin*, which gives full information on all subjects.

OFFICIAL DEPARTMENT.

In the synopsis of the school laws, given in the JOURNAL last month, one very important law was omitted. The following is a certified copy of the same:

NEWBY BILL NO. 311.

(Approved March 11, 1895.)

AN ACT requiring instructions in the common schools, and in certain educational institutions, as to the effect of alcoholic drinks and narcotics on the human system.

SECTION 1. Be it enacted by the General Assembly of the State of Indiana, that the nature of alcoholic drinks and narcotics and their effects on the human system in connection with the subjects of physiology and hygiene shall be included in the branches to be regularly taught in the common schools of the State and in all educational institutions supported wholly or in part by money received from the state; and it shall be the duty of the Boards of Education and Boards of such educational institutions, the Township Trustees, the Board of School Trustees of the several cities and towns in this state, to make provisions for such instruction in the schools and institutions under their jurisdiction, and to adopt such methods as shall adapt the same to the capacity of the pupils in the various grades therein; but it shall be deemed a sufficient compliance with the requirements of this section if provision be made for such instruction orally only, and without the use of text-books by the pupils.

SECTION 2. No certificate shall be granted to any person on or after the first day of July, 1895, to teach in the common schools or in any educational institution supported as aforesaid who does not pass a satisfactory examination as to the nature of alcoholic drinks and narcotics and their effects upon the human system.

SECTION 3. Any superintendent or principal of, or teacher in, any common school or educational institution supported as aforesaid who willfully refuses or neglects to give the instruction required by this act shall be dismissed from his or her employment.

SECTION 4. This act shall take effect and be in force from and after the 30th day of June, eighteen hundred ninety-five (1895.)

Though not the best that could have been enacted, the above law is a good one. The weak point in it is the following: "But it shall be deemed a sufficient compliance with the requirements of this section if provision be made for such instruction orally only, and *without* the use of text-books by the pupils." There should be a text-book for the pupils, the same as in other subjects, to make the law as useful as it should be.

According to Section 2 of this law, teachers will be examined in "The nature of alcoholic drinks and narcotics," beginning with the July examination. The questions will probably be in connection with physiology questions.

DEPARTMENT OF PUBLIC INSTRUCTION,

INDIANAPOLIS, IND., April 15, 1895.

To County Superintendents:—The State Board of Education, at its meeting in March, adopted the Reading Circle Edition of Ruskin's Essays as the basis for literary examinations for the six months beginning with May, and studies in Shakespeare, edited for the Reading Circle, for the year beginning with November. Questions will be prepared on these books as follows:

RUSKIN'S ESSAYS, May—*Qui Judicatis Terram*; June—*Fors Clavigera*, Letters one and three; July, —*Fors Clavigera*, Letters four and six; August—*Athena in the Heart*; September—*Athena in the Heart*; October—Ruskin as a teacher.

STUDIES IN SHAKESPEARE—November, December, January, February, March, and April—*Henry VIII*; May, June, July, August, September, and October—*The Tempest*.

Very Respectfully,

D. M. GEETING, Pres. State Board of Education.

D. K. GOSS, Secretary.

UNLESS a teacher orders the address of his JOURNAL changed *before it is mailed*, he should write to the postmaster, with stamp and have it forwarded.

QUESTIONS AND ANSWERS.

STATE BOARD EXAMINATION QUESTIONS FOR MARCH.

ENGLISH GRAMMAR.—1. What is the object of each of the prepositions in each of the following: Will you go with me into the garden? He arrived before we left. The Rhone flows out from among the Alps.

2. Show by examples and explanations the difference between the prepositions "between" and "among."

3. Give all the tense forms of the verb "see" in the indicative mode and designate.

4. Name the verbs in the following: "I think it not meet that Marc Anthony, so well beloved of Cæsar, should outlive Cæsar."

5. Compare each of the following adjectives: Large, beautiful, vertical, happy, evil.

6. Analyze: "It is chiefly through books that we enjoy intercourse with superior minds."

7. How may an adjective used as the predicate be distinguished from an adverb in the same part of the sentence?

8. In what respects does the relative pronoun agree with its antecedent? In how many ways may it differ? Why in each case?

9-10. Give a short review of some good book you have read in recent years. The productions are to be graded on the following points: Development of the subject, grammatical construction, punctuation, neatness of penmanship, and diction.

(Answer any seven, not omitting 9-10.)

SCIENCE OF EDUCATION.—1. Select some one of the following subjects and set forth your thoughts upon it: The French system of elementary education; Education in Germany; Education in Norway and Sweden; Educational Tendencies in the United States; The Common School System of Indiana—its excellencies and its defects.

RUSKIN'S ESSAYS.—1. What is meant by a myth?

2. Ruskin believed that every myth had its root in physical existence. Explain this belief.

3. How may we learn from their myths what a people thought of God?

4. Name some of the things necessary for the right reading of myths.

5-6. Discuss Athena as the air giving life and health to animals.

7. What does Ruskin say concerning music?

GEOGRAPHY.—1. Law requires a congressional township to be six miles square, and to be bounded on two sides by north and south lines; is this possible? Why?

2. Name and locate the principal rivers which empty into the Atlantic Ocean.

3. To what extent should pictures be used in teaching geography? What advantages are derived from them?

4. Describe the Niagara River and its peculiar features.

5. Which is the more important part of a highland region, the plateau or the mountains? Why?

6. What are the causes of rainfall?

7. Of what importance is the Hudson-Mohawk valley? What routes of commerce pass through it?

8. What conditions conspire to render England a great manufacturing country?

9. What portions of the earth belong to the Russian Empire? What is the character of the people? Of the government?

40. Draw a map of Indiana. Locate the principal cities and rivers, the gas belt, the oil belt, and the coal field.

UNITED STATES HISTORY.—1. When and where did the Swedes attempt to establish a home in the new world and what prevented the successful consummation of their efforts?

2. The determination of France to aid us in our war with England led the latter to make us what offer? Why was not her offer acceptable to Americans?

3. What were the X Y Z papers? Who was their author, and how were they received by the people?

4. What two Presidents were chosen by the House of Representatives? The delay of the election of one of these led to the passage of what amendment to the Constitution?

5. What brought about the Mexican War and in what respects was the United States benefited by it? What prominent leaders in the late civil war received their military training in the war with Mexico?

6. State the provisions of the three amendments to the Constitution made during the administration of President Johnson.

PHYSIOLOGY.—1. Describe in brief the organs of the head.

2. Name and locate the various glands of the body and state the functions of each.

ARITHMETIC.—1. What is the greatest number of seconds that will exactly measure 10 days, 12 hrs.; 3 hrs., 45 min.; 2 min., 30 sec.?

2. What will $\frac{1}{2}$ T., $\frac{1}{4}$ cwt., $\frac{3}{4}$ lb. of prunes cost at \$30 a ton?

3. If I walk $10\frac{1}{2}$ miles in 3 hrs., at the same rate how far will I walk in 10 hrs?

4. What is the cost of carpeting a floor 15 ft. wide and 25 ft. long with carpet $\frac{3}{4}$ yd. wide at \$1.10 per yd.?

5. How is percentage related to fractions?

6. I invested in 6% bonds at 112. What rate of interest will my investment pay?

7. Will a keg of nails selling at 5 cts. a pound yield a greater or less revenue when the duty is 25% advalorem than when the specific duty is 1 cent per pound?

8. A sold a carriage to B and gained $7\frac{1}{2}\%$, B sold it to C and lost $12\frac{1}{2}\%$. B received \$141.90 for the carriage. What did it cost A?

9. What is the difference between the true and bank discount on \$500 due in 8 months, money worth 6%, not reckoning the days of grace?
(Any eight.)

READING.—"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

1. Define preamble, union, confederation, tranquillity, liberty and constitution. 10

2. When, and under what conditions of the country, was this legislation enacted? 15

3. What would you teach in your school on the subject of our government? 15

4. Write five questions about this selection that you would give your pupils to study. 20

5. Make a clear distinction between the purposes of text-book and supplementary reading. 20

6. Read the preamble to the Superintendent. 20

ANSWERS TO PRECEDING QUESTIONS.

ENGLISH GRAMMAR.—1. In the second sentence "before" is a conjunctive adverb. In the third the object of "from" is "among the Alps;" and the object of "among" is "Alps." (Some authors would call *from-among* a compound preposition.

2. *Between* is used in relation to two objects; as, "He stood between

two trees." *Among* is used in relation to more than two objects; as, he divided the apples among his four companions."

4. The verbs are "think" and "should outlive;" "Beloved" is a participial adjective.

5. The adjective "vertical" can not be compared.

6. Regarding the "it" as an expletive, the clause "that we enjoy, etc." becomes the subject; either "is" or "is through books" may be called the simple predicate; "chiefly" is an adverb modifying "through books." (In this sentence it is preferable to call "is" the predicate, and "through books" an adverbial modifier.)

7. The adjective will express an *attribute* of the subject; the adverb will express some one of the adverb ideas—*time, place, cause, manner etc.*

8. The relative pronoun agrees with its antecedent in gender, person, and number; but not necessarily in case, because they belong to different clauses, and each one gets its case from its own clause.

SCIENCE OF EDUCATION.—For a comprehensive answer to most of these points, see "Report of the Commissioner of Education" Vol. 1 (1890-'91.)

In regard to the Common School System of Indiana we might say that its excellencies are—that the schools are free, graded, and progressive; and that the institutions contributing to the training of teachers are excellent. On the other hand, a teacher is compelled to hear too many recitations in a day, thereby making each of them too short for achieving effective results. In many places the term is too short and working material (apparatus) too scant.

RUSKIN'S ESSAYS.—I. (See dictionary.)

2. He says that in tracing the myth back to its germ we arrive at one of two sources—actual historical events or to natural phenomena,—that we find not only a literal story of a real person,—but an underlying worship of natural phenomena. (See Ruskin's essays, pages 284-299.)

3. The example given for illustration is on page 276, which sees. Certain elements in the character and history of the myths reveal "the fineness of intelligence and the state of morals in the people who invent" or construct them. "In all the manifold forms of nature resides an effluence of divine intelligence whose power man has felt, and, according to his own virtue and passion, has interpreted in the language of myth."

4. The understanding of the nature of all true visions by noble persons; namely, that it is founded on constant laws common to all human nature, that it perceives, however darkly, things which are for all ages true;—that we can only understand it so far as we have some perception of the same truth;—and that its fullness is developed and manifested more and more by the reverberation of it from minds of the same mirror-temper in succeeding ages. (See page 297.)

5-6. Air is the spirit of life, giving vitality to the blood, and through

the blood it gives birth to the thoughts of the brain. In exercise or in battle, it is the air contributing to the breath that gives the strength.

Every one knows the wondrous vitality in a deep breath that searches out every recess of the lungs. (See pages 311-315.)

7. "Music, is thus, in her health, the teacher of perfect order, and is the voice of obedience of angels, and the companion of the course of the spheres of heaven; and in her depravity she is also the teacher of perfect disorder and disobedience, and the Gloria in Excelsis becomes the Marseillaise." (See page 323, 324.)

GEOGRAPHY.—1. It is not possible because the meridians approach each other as we go toward the poles.

3. Pictures are the next best things to the real objects themselves. The minds of children are so imaginative and constructive that good pictures aid them wonderfully in forming ideas. By such means the whole world may be brought to the most humble out-of-the-way school-house in the land. And a wise teacher can so direct the study of them as to make them very valuable. They should be used throughout all the course in geography.

4. The Niagara is a river forming a portion of the St. Lawrence, and within its course of 33 miles it descends 328 feet, about half of which is made at the "Falls." Below them the river, for seven miles flows through a deep ravine with perpendicular banks 200 to 300 feet in height; and along this portion are what is called "the whirlpool rapids." Some parts of the "falls" have receded about 100 feet in the last fifty years.

5. As regards climate and rainfall, mountains are of the most importance; they intercept and condense the moisture on which many rivers depend for their supply of water. The importance of a plateau depends upon its fertility and its latitude. In Mexico are some of great importance; in Asia are some of no importance.

6. Rainfall is caused by the coming together of warm moisture, laden air and a cool wind; or, briefly, "by the cooling of a current of damp air."

"Other causes of rain are the cooling of damp air by passage over the land from the warm sea, and to a small extent the mixture of currents of air differing in temperature."

7. The Hudson-Mohawk valley is of great importance on account of the transportation facilities it offers, as well as for the great amount of agricultural products it yields. Besides the railroads, the Erie Canal joins the Hudson river, thereby making a continuous water course to the sea.

8. The presence of coal and iron in abundance, excellent harbors, and an industrious population.

9. The Russian Empire consists of Russia proper, Siberia, Russian Turkestan, and Trans-Caucasia. The government is despotic. Most of the people are uneducated and live a hard life. Most of the inhabitants of Asiatic Russia are exiles and their descendants, and great ignorance prevails.

U. S. HISTORY.—1. In 1638, on the present site of Wilmington, Delaware. Peter Minuit established the first Swedish colony in the New World. In a few years however the Dutch prevented the consummation of their efforts, and in 1655 effected the conquest of "New Sweden."

2. The offer of France to help us led England to offer to make peace to give us representation in Parliament, in fact anything but independence. But it was independence we were fighting for, and hence the offer was rejected.

3. The X. Y. Z. papers were papers received (1797) by our representatives in France, containing in effect, a demand for a bribe and a loan to the Directory before any arrangement could be made with the United States. The papers were signed "X.," "Y.," and "Z." and came indirectly from the French minister Talleyrand.

4. Thomas Jefferson and John Quincy Adams; The Twelfth Amendment.

5. The "Texan Boundary Dispute" brought activities on both sides until at last war was declared. In regard to acquisition of territory the U. S. was immensely benefited.

The following are some of the generals of the Civil War who had received some training in the Mexican War:—Grant, Lee, Jackson, A. S. Johnson, Bragg, Porter, Thomas, Longstreet, Hooker, Meade, McClellan, Beauregard.

6. The 13th Amendment gave the negro his freedom; the 14th, gave him citizenship; the 15th, suffrage.

ARITHMETIC.—1. Reducing to seconds and finding the greatest common divisor (measure,) we get 150.

2. Answer, \$24.38+. 3. Answer, 35 miles.

4. Theoretically, the answer is \$61.11 $\frac{1}{4}$; practically, by laying the carpet the long way, and buying 7 strips (for 6 $\frac{2}{3}$ strips) 25 feet long, the cost would be \$64.16 $\frac{2}{3}$.

5. Percentage is a special case of fractions whose denominator is 100.

6. The investment (cost) is \$112; the gain is \$6; therefore the per cent. = $6 \div 112 = 5\frac{5}{14}$ (per cent.)

7. 25 per cent. ad valorem would yield one-fourth of 5 cents = $1\frac{1}{4}$ cents; therefore the ad valorem duty would yield a revenue greater by $\frac{1}{4}$ cent per pound.

8. Cost to A = 100 per cent.; $107\frac{1}{2}$ per cent. = cost to B. He loses one-eighth of this or $13\frac{1}{8}$ per cent., leaving what he received = $94\frac{1}{8}$ per cent. = \$141.90; from this, we find 100 per cent. = \$150 $\frac{3}{8}$, cost to A.

9. Bank discount = \$20; true discount = \$19.23 $\frac{1}{8}$; difference = $76\frac{1}{8}$ cts.

READING.—1. (See dictionary.)

2. In 1787, when the people through their representatives were endeavoring to improve upon the "Articles of Confederation."

3. The chief points in the civil government of the town, county, state and nation.

4. (a). What purposes are set forth in this "preamble?" (b) How are they to be brought about? (c) In this "preamble" of what are we to be considered citizens. (d) What other union is implied in the expression "more perfect union?" (e) What is meant by the "common defense?"

5. The purposes of text-book reading are the attainment of skill in interpretation of the thought embodied in the printed page; and the attainment of skill in the vocal expression of the language.

The purpose of supplementary reading is chiefly a test of the skill that has been attained; and, in addition to this, one purpose in view may be the acquiring of additional ideas or information upon some certain subject.

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us, by May 18. Be prompt.]

PROBLEMS.

66. A tree 120 feet high is broken so that the top reaches the ground 60 feet from the base. How high from the ground is the tree broken? (By arithmetic. Claude Baldorf, Andersonville, Ind.)

67. (Indiana Complete Arithmetic, page 254, problem 36.) A man bought a coat for \$44, the dealer thereby gaining 10 per cent.; after wearing it a few days, the purchaser returned the coat and was allowed 80 per cent. of what he gave. What per cent. did the dealer make after selling the coat for 10 per cent. less than the original cost? (S. S. Connor, Rome, Ind.)

68. (Ray's Higher Arithmetic.) A tin vessel, having a circular mouth 9 inches in diameter, a bottom $4\frac{1}{2}$ inches in diameter, and a depth of 10 inches, is $\frac{1}{4}$ part full of water. What is the diameter of a ball which can be put in and just be covered by the water? (L. H. Hamilton.)

69. In a triangle C A B the bisector of the angle C makes with the perpendicular from C to A B an angle equal to half the difference of the angles A and B. Prove. (A. W. Rogers, Lexington, Ind.)

70. Given the sum of the squares of three numbers—195; the sum of their cubes—1799; and their continued product—385, to find the numbers.

71. A person invests \$2645 in railway shares at $114\frac{1}{4}\%$, the annual dividend being \$5 on each share; afterward he sells out at $125\frac{1}{4}\%$ and invests in 3 per cent. Consols at $93\frac{1}{2}\%$ (brokerage on railway stock $\frac{1}{4}\%$ on Consols $\frac{1}{2}\%$). Find the change in income.

SOLUTIONS.

59. Cutting the stick in the middle, and one end is 12 by 12, and the other 18 by 6 (inches.) Pass a plane cutting it in two pieces, one of which is 12 by 12 at one end and 12 by 6 at the other; this piece

has an average width of 9 inches; using this width, we get $\frac{3}{4} \times 6 \times 1 = 4\frac{1}{2}$, the number of cubic feet in this piece. Suppose to the remaining piece there be added a pyramid so as to make a uniform width all the way of 12 inches; the piece has an average thickness of 3 inches; hence $\frac{3}{4} \times 1 \times 6 = 1\frac{1}{2}$, the number of cubic feet in this piece, with the addition of the pyramid; its volume $= \frac{1}{2} \times \frac{1}{2} \times 6 \times \frac{1}{3} = \frac{1}{2}$ (cubic feet); $1\frac{1}{2} - \frac{1}{2} = 1$, the real volume of the other piece; $4\frac{1}{2} + 1 = 5\frac{1}{2}$, which is one-half the volume of the stick of timber; therefore 11 cubic feet—the whole volume. (Michael M. Zinkan, Washington, Indiana.)

60. Let A be the vertex, C B the base, and A F the perpendicular to the base. Let $X = B F$; then $20 - X = C F$. $A C^2 = F C^2 = A B^2 - B F^2$ or $(24)^2 - (20 - X)^2 = (18)^2 - X^2$, whence $X = 3.7$; $A F^2 = (18)^2 - (3.7)^2$; $A F = 17.61 +$; diam. of circum. circle $= (2 \times 18) + 17.61 = 24.53 +$; hence radius $= 12.26 +$, number of rods each must go for water. (Nettie T. Northcott, Anderson City Schools.)

61. When a note bears interest, its amount is the sum to be discounted; \$950 is this amount; the amount on \$1 for 63 days at 6 per cent. is \$1.0105; $950 + 1.0105 = 940.13$, the principal; $950 - 940.13 = 9.87$, the discount. $950 \times .06 = 57$; $7.03 + 57 = 12\frac{1}{2}$ yr. $= 45$ da.; 45 da. before December 3 (the date of maturity) gives October 19, the date of discount. (D. M. Deeg, Bloomington, Ind.)

62. Let X —the amount received by each when 21 years old. Then

$$\frac{X}{1.12} + \frac{X}{1.24} + \frac{X}{1.36} = 14370;$$

from this we find $X = 5902.40$; this divided by 1.12 gives 5270, James's share; by 1.24 gives 4760, John's share; by 1.36 gives 4340, Charles's share.

63. By alligation

$$\begin{array}{r|rr|rr} 28 & 26 & 4 & 2 \\ & 32 & 2 & 1 \end{array}$$

$$2 + 1 = 3; \frac{2}{3} \text{ of } 16 = 10\frac{2}{3}; \frac{1}{3} \text{ of } 16 = 5\frac{1}{3}.$$

65. $27225 + (90\frac{3}{8} + \frac{1}{8}) = 300$; 300 shares at \$3—\$900 income; $(91\frac{1}{8} - \frac{1}{8}) \times 300 = 27300$; $27300 + (97\frac{3}{8} + \frac{1}{8}) = 280$; 280 shares at $3\frac{1}{2}$ —\$980, income; \$980—\$900—\$80, answer. (D. M. Deeg, Bloomington, Ind.)

CREDITS.

53, 54, 55, 57, Elmer Cummings, Houston; 53, 56, 58, Ethelbert Woodburn, Lochiel; 55, 58, Annette Burk, Kelso; 58, Geo. B. Jones, Elizaville; 54, 59, 63, 65, M. M. Zinkan, Washington; 60, 61, 62, 63, 65, H. S. Burlingame, Sparta; 59, 62, 63, Mitchell Baker, Rochester High School; 63, H. W. Terry, Morris; J. V. Atkinson, Rockport; Alton Blunk, Crown Center; 61, 62, 63, W. F. Headley, Bloomington; 63, Thomas P. Littlepage, Terre Haute; 59, 62, 65, J. J. Richards, Mulberry; 65, August Reifel; 60, Geo. W. Neet, Spiceland; 60, 61, 62, 63, 65, D. M. Deeg, Bloomington; 60, 61, 62, 63, Ervin Bryant, Arcadia; 62, 63, 65, J. S. Slabaugh, Plevna; 63, 65, Glen McDonald, Dice; 62, 63, 65, Elvin Hurt, Hall; 59, 62, 63, Clayton Hoffman, Rochester High School; 60, 61, 63, 65, Thomas W. Johnson, Union City; 63, 65, Claude Batdorf, Andersonville; 62, 63, Chas. E. Huston, Sparta.

NOTES.

- (a) From Ligonier we received another attempt at No. 39, but it will not do.
- (b) To 59, several send in an answer, 12 cu. ft.; the correct answer is 11 cu. ft.
- (c) No. 64 is deferred until next issue.

GRAMMAR.

A correspondent says that (Ind. Gram. Page 158, sentence 2) "firing, running, etc.," are participles with an adjective use; the third, fourth, and fifth govern objects.

HISTORY.

Give the author, the time, the place, the purpose, etc., of the following:

- (a) "What, would you use military force to compel the observance of a social compact?"
- (b) "We had a currency so degraded that a leg of mutton was cheap at \$1000."
- (c) "Nineteen of these sovereign states have been accused of being duped, and *Hard Ciderified* out of their senses. Not only so; they say that a little sprinkling of British gold, wrapped up in *Coon Skins*, has also assisted towards the overthrow of the good old Democratic party."
- (d) "The Chief Magistrate of a great and powerful nation should never indulge in party feelings."
- (e) "Behind them is the sea, before them is the forest and above them is the sky."

MISCELLANY.

MINUTES OF THE THIRTEENTH ANNUAL MEETING OF
THE N. I. T. A.

HELD AT SOUTH BEND, INDIANA, APRIL 4, 5, and 6, 1895.

On Thursday evening, the 13th annual meeting of the Teachers' Association met in the First Presbyterian church. The room was filled and hundreds of people were turned away long before the time of the meeting.

President B. F. Moore of Frankfort, called the meeting to order. Rev. Henry Johnson conducted the divine services.

Mayor D. B. J. Schafer of South Bend welcomed the teachers with so much cordialty that no one who heard him could feel otherwise than that the people of South Bend were glad to have us with them.

David K. Goss, superintendent of Indianapolis schools responded to the mayor's address. He congratulated South Bend upon its representative men.

He advised the separation of schools from politics; the selection of school officers by school teachers. In short, politicians should keep

their hands off the children's officers. The sentiments expressed by Superintendent Goss were warmly applauded.

President Moore, in retiring from the presidency said he would follow the usual custom and not make an address. After congratulating the Association upon its wonderful growth, he handed the gavel to President Horace G. Woody, superintendent of Kokomo schools.

Pres. Woody prefaced his address on "Dignity of Culture," by saying he would need the gavel to force attention before he finished his address. He spoke of the importance of the teacher's calling; the devotion that is born of love to that calling. The true teacher must lose himself in order to be himself. Miscellaneous business.

The action of the executive committee in placing the village and country school section on the program was legalized.

Invitation was received from the Studebaker Manufacturing Co. to visit their wagon works.

Moved and carried that the greetings of the N. I. T. A. be telegraphed to the S. I. T. A.

President announced the following committees: On nominations; 6th district, George F. Bass; 7th district, P. V. Voris; 8th district, W. H. Masters; 9th district, A. E. Malsbary; 10th district, R. K. Bedgood; 11th district, J. H. Gardner; 12th district, P. H. Kirsch; 13th district, W. H. Sims.

On resolutions. Edward Ayres, J. F. Knight, Jno. W. Carr, J. Z. A. McCoughan, D. W. Thomas.

FRIDAY A. M. - Rev. A. B. Chaffee invoked the divine blessing.

The president named as members of the Conference Bureau for the coming year. B. F. Moore, Frankfort; W. A. Bell, Indianapolis; D. W. Thomas, Elkhart.

Wilbur S. Jackman, Prof. of Nature-study in the Cook County Normal, led a conference on nature study for the common schools. He considered psychology and pedagogics. He said the child is wholly without scientific training. He is not lacking in knowledge, but in powers of expression. The child is full of knowledge, full of power but the teacher does not know the content of the child's mind. The child knows the earth and could express this knowledge if the teacher understood how to get it. All education concerns itself chiefly with thought and action. Making, modeling, painting and drawing should be taught as a means to a better understanding of nature.

Written Work—A good drill for pupils. The papers ought to be corrected by the ones who made the mistakes. Put the examination papers in pigeon holes and correct at leisure.

Reading will be more simple in connection with nature study. In these days a child will learn to read in spite of a teacher.

Writing and reading should go hand in hand. Observation is the thing; words, the medium.

Pupils can be taught to read, write, draw and paint by observation.

Prof. Jackman concluded his talk by showing his method of treat-

ment of animal life, plant life, soil, atmosphere, and water under the head of subject matter.

The lecture was enthusiastically received by the teachers.

Mrs. Hannah J. Carter of the Boston Art School gave an interesting talk on school room decorations. Miscellaneous business.

Superintendent Ayres of La Fayette was made chairman of committee on selection of next place of meeting.

The congressional districts selected additional members of the committee as follows: 6th district, W. A. Bell; 7th district, O. B. Zell; 8th district, T. J. Giles; 9th district, J. A. Wood; 10th district, J. W. Hamilton; 11th district, G. W. Miller; 12th district, E. G. Machan; 13th district, J. F. Scull.

FRIDAY EVENING.--The session was opened by an organ solo by Mrs. George M. Studebaker. Miscellaneous business followed Marion was the choice of the committee and its report was unanimously adopted.

The committee on nominations reported the following officers for the year:

President, Calvin Moon, South Bend; vice-president, Adelaide Baylor, Wabash; recording secretary, Florence Walling, Muncie; treasurer, E. G. Machan, La Grange; railroad secretary, T. F. Fitzgibbon, Elwood.

Greetings were received from the S. I. T. A. congratulating the association upon its attendance and saying they, also, were holding their banner session.

The association next listened to the annual address given by Prof. Henry T. Bailey, state supervisor of drawing for Massachusetts on the subject of "Color in Nature and in Ornament." His lecture was illustrated by blackboard figures and specimens of coloring on large cards, pieces of cloth, etc., showing the correct blendings, with a most interesting description of how to make colors harmonize. Prof. Bailey urged a greater attention to this matter of color by those in charge of our schools. At the close of the address the teachers of the South Bend schools gave a reception to the visiting teachers. The affair was a brilliant one, and every body went home delighted.

SATURDAY MORNING--Promptly at 8:30 the final session was called to order by Pres. Woody.

Miss Hanford rendered a piano solo which was followed by devotional exercises conducted by S. B. Town.

Pres. Woody made a few remarks in which he congratulated the association upon its interest and attendance. He then introduced state superintendent, D. M. Geeting who came forward and made a few remarks.

Supt. Ayres, chairman of committee on resolutions made the report.

Prof. H. T. Bailey proceeded to give his lecture on drawing as a language in other studies. The lecturer stated that drawing is not an isolated subject when it is correctly taught. It should form a part of the instruction in language, arithmetic, science and geography. Teachers must teach to open blind eyes; unstop deaf ears; to cause

the tongues to sing; and to give cunning to the hand so that it may form and fashion beauty.

State superintendent H. R. Pettingill of Michigan, asked some questions which were answered by Superintendent Geeting of this state.

Fully six hundred teachers took part in singing the doxology, and Rev. S. B. Town pronounced the benediction. Some of the best musical talent of South Bend and other cities took part in different meetings.

Too much praise can not be given to the music committee and those who assisted them for the rare treat that they gave the association.

The enrollment was 857. Miss Nelson of La Porte received a bunch of pinks for being the 700th to enroll; Miss Wade, a bunch of roses for being the 800th.

ORA E. COX, Secretary.

THE SOUTHERN ASSOCIATION.

An unusual amount of enthusiasm was displayed at the nineteenth annual meeting of the Southern Indiana Teachers' Association, which convened at North Vernon, April 4, 5, and 6. It was a grand success in every particular. The attendance was estimated at five hundred, the actual enrollment being four hundred two.

The best homes in North Vernon were opened to receive the teachers. The hospitality of the city seemed unbounded and a most cordial welcome was extended to all. This, together with the superior excellence of the papers presented, and the untiring efforts of the executive committee, combined to make the meeting one of the best in the history of the association. Washington secured the meeting for the next year.

The following officers were elected: President, A. E. Humke, of Vincennes; First Vice-President, C. M. Marble, Jeffersonville; Second Vice-President, Miss Kittie Palmer, Franklin; Secretary, Miss Anna Ward, Edinburg; Treasurer, J. A. Carnagey, Columbus; Executive Committee, Chairman, W. F. Axtell, Washington; W. A. Hester, Evansville; J. B. Evans, Rising Sun; Miss Anna Suter, Aurora; Miss Helen Sanxey, Madison.

MINNIE MULLEN, Secretary.

THE BAY VIEW SEASON.

Early announcements are out for the Bay View Summer University and Assembly. They open July 9, closing August 14. Pres. J. M. Coulter is at the head of the University work, and associated with him is a strong faculty of 45 instructors from leading institutions of learning, Indiana teachers are going to Bay View, in large numbers, attracted by the superior advantages. It has the finest climate in the world for summer study, and the various University schools are most complete and thoroughly equipped. The enrollment last summer was nearly 800, which is large for an institution of so advanced grade. Of course, many thousands are drawn to the assembly. It is almost a liberal education to spend a season there. J. M. Hall, Flint, Mich., is the person to address for the announcements.

THE National Normal at Lebanon, O., reports continued prosperity.

G. B. ASBURY opened a ten-week normal at Pleasantville, April 29.

THE Lima High School graduated a class of five. H. S. Gilham is principal.

VERNON township, Hancock Co. will have a nine month school this year. That is doing well.

THE Marengo normal school reports an increased attendance and a good outlook for the future.

THE Elkhart county normal will open in Goshen, July 12, with W. H. Sims and J. N. Swart in charge

FOUNTAIN county has engaged S. E. Harwood and Miss Elinor Wells to work in its institute Aug. 19-22.

UNION Christian College is rejoicing in the largest attendance in its history of more than a quarter of a century.

THE Southern Indiana Normal at Mitchell, reports the largest enrollment for years. This indicates good work.

THE Central Indiana Normal at Danville is rejoicing in an attendance of about nine hundred students, this term.

A SUMMER normal will open at Clinton, June 10, and continue six weeks with Will P. Hart and O. P. Zell as instructors.

THE summer term of the Tri-State Normal at Angola will open May 21 Good reports from this school continues to reach us.

ANY one wishing back numbers or back volumes of THE SCHOOL JOURNAL would do well to correspond with J. A. Horton, New Marion, Indiana.

THE next annual meeting of the Manual Training Teachers' Association of America will be held at Armour Institute, Chicago, Ill., July 16, 17, 18; 1895.

THE attendance for the winter term of the State Normal was 665, about 50 per cent greater than for any previous winter term in the history of the school.

THE Thorntown high school class that graduated May 1, numbered fifteen, a large class for a place the size of Thorntown. A. S. Malsbary is the superintendent.

GREENCASTLE.—All reports are to the effect that the schools are moving on smoothly and that the work being done is of a high grade. R. A. Ogg is the superintendent

THE Columbus normal school is "marching on." J. L. Dixon and others interested in the school are putting forth every endeavor to make it a school of high grade and worthy a large patronage.

THE Portland Normal with G. F. Riese as president and county superintendent, J. E. Bishop as vice-president, is receiving substantial encouragement and expects to make a steady growth until it reaches the ground of unquestioned prosperity.

THE department of English, of the State University, will conduct a class in English composition, in Indianapolis, next summer, providing twenty persons wish to join such a class. For details correspond with Prof. M. W. Sampson, Bloomington, Ind.

MRS. S. H. BENNER, of Green's Fork, who has done so much in the way of teaching geography, and composition by having her children correspond with children in other schools in distant localities, has recently had letters from Teheran, Persia; Ireland; Batavia, Java.

NEW ALBANY attended the southern association *in force*. The teachers were organized as "Home Guards, with "J. P. Funk, Commander-in-chief." The army was made up principally of captains and subordinate officers. Supt. W. H. Hershman was about the only *private* on the role.

The summer school of Indiana University for biological study, will be at Vawter Park, on the shore of Lake Wawasee in Kosciusko county. All necessary appliances will be taken from the University and the work will be in accordance with the best known methods. For particulars address Prof. J. A. Miller, Bloomington

ST. JOSEPH COUNTY did itself credit at the northern association. The teachers not only attended but they paid their fees and became members. Out of 117 country teachers all but five enrolled. Out of 81 South Bend teachers all but *one* paid. This county alone contributed about \$95 to the treasury of the association. *Good*.

DURING the recent meeting at South Bend, many teachers availed themselves of the opportunity afforded to visit Notre Dame college and St. Mary's Academy, both near the city. They are beautifully located and this is especially true of St. Mary's. Visitors were shown every courtesy and were much pleased with what they saw.

THE Warsaw summer school will open July 11. Such schools are usually planned exclusively for those who wish to prepare to teach, or for those who wish to study special subjects. This school proposes to combine the two features. For a circular giving details, address R. Vanderveer, Milford, or H. W. Ward, N. Manchester.

MICHIGAN CITY has a "Teachers' Seminary." This is the name given the regular teachers' meeting. These meetings are conducted on a novel plan and are led by Supt. Edward Boyle. The exercises are literary rather than professional and have a social feature not usual at teachers' meetings. Simple refreshments are always provided and the discussion of papers and lectures is informal. The meetings are much enjoyed by the teachers.

THE contest in day school music which took place at Danville, Ill. a few months ago, conducted by Prof. S. C. Hanson of Williamsport, Ind., proved quite an affair. There were thirty-five contestants, living in seventeen different states and territories, and one hundred twenty-nine compositions submitted. The names of the authors were not known to the committee until after the awards were made. It is grati-

fyng to know that three out of the four awards came to Indiana authors. Mr. Hanson will publish the collection which is quite valuable.

We have received the Bulletin of the DePauw University summer school for 1895, announcing that members of the University Faculty will offer twenty-five courses in various academic lines during the summer term. The colleges owe it to the public to open their doors at times when the young people can attend, and this movement on the part of DePauw University will commend it to the additional favor of the public. The bulletins which can be had on application to President John at Greencastle, Ind., give a full description of the courses offered in the summer school.

COLUMBUS sent all its teachers to the Southern Association. On Wednesday evening preceding the Association they went to Madison where they met a most cordial welcome. Early the next morning, (6 o'clock) they drove out to Hanover Point where can be had one of the finest views in the state. They returned at 8:45 and spent the day in the Madison schools. They expressed themselves delighted with their visit. They got to North Vernon in time to enjoy all that meeting, and returned home Saturday evening feeling that they had enjoyed a pleasant and profitable trip. Superintendent Carnagey, of course was the leader. W. T. Davis, trustee of Columbus township, with nine of his teachers made the entire tour. Would that we had more such trustees.

PERSONAL.

J. A. ALEXANDER is principal of the S. W. Indiana Normal at Princeton.

OLIVE E. COFFEEN is principal of the Indiana Normal school at Covington.

GEO. B. COFFMAN has been re-elected superintendent of the Mooresville schools for another year.

J. W. JAY, after six years faithful service at McCordsville leaves to accept the principalship of the Fortville schools.

E. F. SUTHERLAND, formerly principal of the Mitchell Normal school is at present an instructor in the Marengo Normal.

J. H. TOMLIN has had a successful year as Supt. of the Shelbyville schools and has been unanimously elected for the year to come.

E. S. HORTON, principal of the Ireland schools, has accepted a position as teacher of automatic pen work and drawing in the Marengo college.

J. M. WILSON, for many years teacher of mathematics in the State Normal school, is now civil sanitary and hydraulic engineer for Omaha, Neb.

F. M. INGLER has been re-elected principal of the high school at Marion for next year. The school employs six teachers and enrolls over 200 scholars.

SIGEL E. RAINES, a graduate of the State Normal, for the past four years Supt. of the Sullivan schools, has decided to enter the State University next fall.

J. W. CAER, Supt. of the Anderson schools, has just returned from Denver. While there he assisted D. K. Goss in selecting headquarters for Indiana teachers.

H. R. PETTINGILL, state Supt of Michigan, attended the Northern Teachers' Association and was given a hearty welcome by the Indiana teachers. He is invited to come again.

C. P. HOUSER, an old teacher, is now agent for the new Standard Dictionary in the counties of Marion, Boone and Hamilton. His address is 341 Cornell Ave., Indianapolis.

W. B. WOODS, formerly of the faculty of the State Normal school, took his Ph. B. degree at Chicago University April 1. He will, however, remain on the ground and study for a time.

WM CROAN, formerly Supt. of Madison Co., but for several years past principal of a normal school at Lincoln, Neb., is to return to his old home and establish a normal school at Anderson.

CYRUS SMITH, so well and so generally known to Indiana teachers, is now living at Lansing, Mich. He attended the Northern Association and met many old friends. He is looking well and is as genial as ever.

R. G. BOONE, formerly so well known in this state, now president of the Michigan State Normal school, is making a decided success in his new position. All the Michigan men respect him and speak of him in unqualified terms of praise.

J. E. McMULLAN is engaged as teacher in the department of literature in the Marion Normal College to commence work April 11, 1895. Mr. McMullan graduated from DePauw Normal School in 1890, and from DePauw University in 1894.

JAMES H. CANFIELD has resigned the chancellorship of Nebraska University to accept the presidency of Ohio State University. Mr. Canfield was once president of the National Educational Association and is one of the strong educational men of the country.

THE numerous friends of Mrs. Sarah E. Tarney-Campbell will be grieved to learn that she recently lost by death her little daughter, Helen. The baby was only a year and a half old but had already unfolded charms and powers unusual at that tender age.

JAMES G. STANLEY, a teacher near Farmland, has invented a program clock which is quite an ingenious arrangement. It will keep good time and can be set to strike any program that may be arranged for school. It would be a great help to both teacher and pupils.

JOHN COOPER, Supt. of the Brightwood schools, and one of the most successful teachers and Supt's. in the state, has made a record book in which to record the attendance, scholarship and deportment of pupils.

It is one of the most complete and most convenient books of the kind yet devised.

ADDISON MOORE, an alumnus of DePauw University, last year a student of Cornell, and this year a fellow in Chicago University, was recently elected assistant in the department of Philosophy in Chicago University. His Indiana friends will understand why this appointment was made.

JOHN C. ELLIS, for many years the western representative of Ivison, Blakeman, Taylor & Co., but more recently with the American Book Co. has been induced to become western manager for E. H. Butler & Co. with headquarters at Chicago. Mr. Ellis has a large acquaintance in Indiana and every body who knows him likes him.

CHAS. N. SIMS, D. D., pastor of Meridian St. M. E. Church, Indianapolis, has been elected chancellor of DePauw University, but has not as yet accepted the position. Dr. Sims has spent much of his life in educational work and is admirably qualified for the work of the position offered. Should he accept the place, his duties would not conflict in the least with the duties of Dr. John as president of the University.

T. A. MOTT, at present Supt. of Wayne Co., has been elected Supt. of the Madison schools to take the place of State Supt. Geeting, resigned. He will not enter upon his new duties till after the close of this school year. Supt. Mott graduated at Richmond high school in 1876. Attended college at Oberlin and at Earlham but lacked one year of graduating. He holds a state license issued in 1886. He was for four years Supt. of the Dublin schools and has served four years as Supt. of Wayne Co. He is a strong man and still growing. Madison is to be congratulated on securing a man so competent and so thoroughly devoted to progressive education.

BOOK TABLE.

No. 57 of the Riverside Literature Series, is a double number, costing 30c. It contains an historical biography of George Washington by Horace E. Scudder. Those who are acquainted with Mr. Scudder's style know that this history of Washington will interest not only children but grown people as well. Published by Houghton, Mifflin & Co., Boston, Mass.

WERNER'S READINGS AND RECITATIONS, No. 13. Compiled by Francis P. Richardson. Edgar S. Werner, Publisher, 108 East 16th St., New York. Price, paper binding, 35 cents; cloth binding, 60 cents. A new volume of pieces, all of which are thoroughly well fitted for recitation. It contains many which are popular because of their intrinsic value, and also many which are new and unhackneyed. Several of the pieces thus chosen have been made familiar by being recited by well-known actors. The book also contains selections from Mr. Wilson Barrett's plays "Clio" and "Claudian," Campbell Rae-Brown, author of "Kissing Cup's Race," Clement Scott, Thomas Hardy, J. M. Barrie, H.

Saville Clark, Alfred Berlyn, and other writers whose work is peculiarly suited for recitatorial purposes. Every selection is practical, and most of the pieces have been used only professionally before their appearance in this book.

WEBSTER'S ACADEMIC DICTIONARY.—Revised Edition. Cloth, 12mo. Illustrated, 736 pages. Price, \$1.50. American Book Co., Cincinnati, Chicago and New York. Webster's Academic Dictionary has always been a favorite with teachers and scholars as a working dictionary on account of its convenient size and adaptation for desk and school use. While reserving the essential features of the former edition, it has been materially improved throughout by a large increase of matter, the use of more numerous and larger illustrations, the addition of numerous respellings to indicate pronunciation, and improved typography, the page being printed with two instead of three columns, thus conforming to the typography of this great International. The vocabulary has been materially enlarged by the addition of more than 150 pages. All the modern scientific terms which have found their way into common use are included. Especial attention has been devoted to the appendices, which include full vocabularies of proper names, complete list of abbreviations, foreign quotations, literary and mythological references, etc., etc.

THE WRITER.—By George L. Wheeler and Geo. L. Raymond, both professors in the college of New Jersey. Published by Silver, Burdett & Co., Boston and Chicago. This enterprising house has issued two books forming the "Princeton Series of Expression," the first book being "The Speaker" by Profs. Raymond and Wheeler. These books have been prepared on the principle that there is a very intimate connection between elocution and rhetoric, and that the methods in teaching these subjects are radically the same. Elocution being the simpler art comes first in the "Series," and this being mastered the more difficult art of Rhetoric is studied after the same methods and principles. The exercises in which this book abounds are very practical and well adapted to cultivate the art of ready and easy expression. Ordinary rhetorical terms have been so subordinated that the pupil will forget he is studying rhetoric and will come to express himself for the pure pleasure he has in this most beautiful art of expression. O. S. Cook, Chicago, Western agent.

"**COLORADO SPRINGS, Col., and Its Famous Scenic Environs**, by Geo. Rex Buckman," is a beautiful volume for the center-table. Perhaps there is no city in the United States better situated for delightfulness of climate and for beautiful and grand surroundings. It is just in the shadow of Pike's Peak, and within thirty minutes' ride of "The Garden of the Gods," and within an hour's ride of Cheyenne Canon. The volume before us describes all the places of interest, and is extensively and expensively illustrated. It is bound and printed in the most artistic style, and is "a thing of beauty." Any one visiting this beautiful city will wish to carry away this volume as a souvenir.

COMPLETE COMPENDIUM OF UNIVERSAL KNOWLEDGE, published by the Union Publishing Co., Indianapolis, is exactly what its name indicates. It is full of concise information on a variety of subjects. In part it is a dictionary of the English language, of nick-names, of foreign words and phrases, of proverbs and quotations, of mythology, of phrases and fables. It tells how to write letters, and gives rules in regard to various kinds of business. It has a chapter on etiquette. In the department headed "Things Not Generally Known," a great variety of curious and useful information is given.

NATIONAL Geographic Monographs, prepared under the auspices of the National Geographic society, is published monthly by the American Book Co. at \$1.50 a year. The papers are by experts and are valuable to any one interested in teaching advanced geography. In this geographic questions are treated in a comprehensive and exhaustive manner.

E. L. KELLOGG & Co., New York and Chicago have issued a series of books, inexpensive but comprehensive, the price of which brings them within the reach of most teachers. The series is called the "The Teachers' Professional Library" and comprises among others a book on "Object Teaching," or "Words and Things" and "A Pot of Green Feathers" by T. G. Rooper, A. M.; "Outlines of Herbart's Pedagogics" and "Great Teachers of Four Centuries" by Ossian H. Lang; "Elementary Psychology" by Amos M. Kellogg; "A Class in Geometry" by George H. Les and many others. These books cost but 25 cts. each and should find their way into every teacher's library.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f.

THE Indiana Journal for Indiana teachers.

EVERYBODY who goes to the Denver meeting will wish to go to the top of Pike's Peak. It affords one of the finest views to be had anywhere on the continent. A cog-wheel railroad now runs to the very top.

LADIES—I have the best article on earth that will give lady agents a permanent growing business. Nothing like it. Credit to worthy ladies. No deception. For particulars send postal to Mrs. Theo. Noel, 858 W. Polk St., Chicago, Ill. 5-1t

ANY one thinking of making a trip to Europe this summer should write at once to U. M. Chaille of Indianapolis, for particulars in regard to a cheap excursion.

AN excursion for teachers has been planned from Denver to Salt Lake City. Utah and the round trip can be made for about \$20. Doubtless a large number of Indiana teachers will wish to make this trip. For particulars address J. H. Bennett, G. P. and T. A., Rio Grande Western, Salt Lake City.

NATIONAL EDUCATIONAL ASSOCIATION via Big Four Route, Indianapolis to Denver by coach, free chair car or standard Pullman Sleeper, through without charge. A special train will leave the Union Station at noon, Saturday, July 1, 1895, carrying teachers and their friends, arriving in Denver early Monday morning the 8th. Mr. George W. Benton, of the Indianapolis high school, will have the excursion in charge. Mr. Benton has just returned from Denver and vicinity and is prepared to assist teachers in arranging for accommodations, side trips, etc., and will cheerfully furnish estimates of the cost of the trip. Send for our special N. E. A. circular or call on or write to G. W. Benton, Chemical Laboratory, Indianapolis, hours 4 to 5 p. m., or H. M. Bronson, A. G. P. A., Big Four, No. 1 East Washington st. 5-1t

BE sure to read the advertisement of the Colorado Springs summer school. Indiana teachers are interested.

THE next annual meeting of the National Educational Association will be held at Denver, Colorado, during the month of July, 1895, and in this connection we desire to call your attention to the excellent facilities offered by the MISSOURI PACIFIC RAILWAY and its connections for the prompt, safe and comfortable transportation of the teachers and their friends who will attend the convention.

We also desire to announce that for this occasion THE MISSOURI PACIFIC RAILWAY COMPANY will sell excursion tickets to Denver, Pueblo, Colorado Springs and Manitou at a rate not to exceed one fare for the round trip, (with \$2.00 added for membership fee), and limited to return passage until September 1st, 1895, affording an opportunity for a summer outing in the "Rockies," as well as delightful side trips to Utah, the Yellowstone National Park, Yosemite Valley and the Pacific Coast. This route follows the banks of the Missouri River for a long distance between St. Louis and Kansas City, thence through the best part of Central Kansas to Pueblo, the great smelting city of Colorado. From Pueblo it follows the base of Pike's Peak at times almost within a stone's throw to Colorado Springs—thence on to Denver.

We propose to furnish free reclining chair car and Pullman sleeper accommodations from Indianapolis to Denver without change. A special train will be run which will make stops at points of interest at the pleasure of the party.

The train will be conducted by a person of experience, who will assume all care of baggage, make arrangements for meals and stop-overs and do everything possible to make the trip comfortable and pleasant. Particular information concerning the trip and illustrated advertising matter will be furnished by addressing

COKE ALEXANDER D. P. A.,
7 Jackson Place, Indianapolis.

WANTED.—General agents to control agents at home for "Dictionary of U. S. History," by Prof. Jameson. Needed by every teacher, pupil and family: endorsed by Press and Public. Big pay. Puritan Pub. Co., Boston, Mass. 11-7t

SUNDAY EXCURSION RATES via Pennsylvania Lines.—On Sunday, April 28th and every Sunday thereafter until further notice, ticket agents at Columbus, O., Cincinnati, O., Springfield, O., Cambridge City, Madison, Vincennes, Ind., Louisville, Ky., Richmond, Ind., Indianapolis, Ind., and intermediate stations on the Pennsylvania Lines, "Pan Handle Route," will sell excursion tickets for regular Sunday trains in above described territory, at one fare for round trip for adults and at one half that rate for children under twelve years of age. Adult tickets will not be sold for less than 25 cents, and tickets for children at not less than 15 cents, valid going and returning on date of sale only. Tickets will not be sold to or from any ticket station at which trains do not stop on Sunday. 5-1t

SCHOOL-TEACHERS and other persons having literary and business ability can secure lucrative and pleasant employment with Messrs. Squire and Carothers, 800 Washington St., Toledo, O. 3-3t

PENNSYLVANIA LINES on Tuesday, May 7th, will sell Home Seeker's excursion tickets to points in Michigan at one fare for the round trip. Call on agents, No. 46 Jackson Place, No. 48 West Washington street, Union Station.

TEACHERS.—Ladies or gentlemen, desiring a dignified, lucrative employment with choice of territory, during vacation, will find it to their interest to address F. Bossart, Supt. Columbian Relief Fund Society. Journal Building, Indianapolis, Ind. 5-1f.

ANNUAL MEETING EDUCATIONAL ASSOCIATION.

DENVER. COL., JULY 5—12, 1895.

This promises to be the largest meeting in the history of the Association. All who can possibly spare the time should avail themselves of the opportunity to spend a few weeks in the clear, bracing tonic atmosphere of Colorado. The Monon Route, the L., N. A. & C. Ry., is making arrangements to carry Indianapolis teachers add their friends to this convention. A special train will leave Indianapolis, composed of sleeping cars and free chair cars and will run through to Denver via the A. T. & S. F. R. R. without change, going through the very best part of the State of Kansas, entering Colorado by way of Pueblo and Colorado Springs.

Much might be said about the scenery along this line; that between Pueblo and Denver presents to the eye a marvelous panorama of peaks, crags and canons. Mr. J. H. Woodruff, supervisor of penmanship in the Indianapolis public schools will be in charge of this party. The rate for the round trip is one first-class limited fare plus \$2.

Arrangements are now being made to visit the most interesting resorts in the vicinity of Denver, and all those who desire to visit the Yellowstone one National Park can do so on a personally conducted excursion in charge of Assistant General Passenger Agent, B. N. Austin, of the Northern Pacific R. R.; this excursion will leave Denver several days after the close of the convention and as the rates will probably be lower than they ever have been, no one should fail to take advantage of this opportunity.

For further information, call on or address J. H. Woodruff, 594 Broadway, I. D. Baldwin, D. P. A., or

C. H. ADAM, C. P. A. Monon Route, Indianapolis.

THE ALBERT TEACHER'S AGENCY, 211 Wabash Ave., Chicago, Ill. Established 1887. Nearly 2,000 positions filled, more than half within the last two years. We now have hundreds of **direct applications** for superintendents, college professors, and teachers for all kinds of school and college work. Salaries from \$4,000 down. We especially need some good primary and grammar grade teachers for good positions paying from \$40 to \$85 per month. If you are not yet "on deck" for September, do not fail to write at once.

5-2t

C. J. Albert, Manager.

PENNSYLVANIA LINES offer reduced rates for national meetings as follows:

Boston, Mass., for Y. P. S. C. E. in July and Knight Templars in September.

Baltimore, Md., for American Medical Association in May and Young People's Baptist Association in July.

Chattanooga, Tenn., for Epworth League in June.

Roanoke, Va., for Old German Baptists' Meeting in June.

You all know that the equipment and train service of these lines are acknowledged to be the finest in the world.

For full information as to rates of fare, time of trains, sleeping car space, call on agents, No. 48 West Washington street, No. 46 Jackson Place, Union Station, or address, **GEO. E. ROCKWELL, D.P.A.**

FIRST-CLASS experienced agents, canvassers and solicitors can reap a rich harvest with the Legal and Political History of the Trial of Jesus. Published and controlled by E. J. Heeb & Company, Indianapolis.

THE Lake Erie & Western makes close connection with western trains for Denver. For particulars address C. F. Daly, G. P. A., Indianapolis.

NIAGARA FALLS EXCURSION, Thursday, August 8, 1895, via the Lake Erie & Western R. R., "Natural Gas Route".—On Thursday, August 8, 1895, the Lake Erie & Western R. R. will run their popular annual excursion to Cleveland, Chataqua Lake, Buffalo and Niagara Falls at the following very low rates, viz:

Peoria.....\$7 50	Tipton.....\$5 00	Rushville.....\$5 00
Bloomington... 7 00	Lima..... 4 00	New Castle..... 5 00
LaFayette 6 00	Fort Wayne..... 5 00	Cambridge City.. 5 00
Michigan City.. 6 00	Muncie..... 5 00	Fremont..... 4 00
Indianapolis ... 5 00	Connersville..... 5 00	Sandusky..... 4 00

With corresponding reductions from intermediate points. In addition to the above, the purchasers of these tickets will be given the privilege of special excursion side trips to Lewiston-on the-Lake, including a steamboat ride on Lake Ontario, for 25 cents. To Toronto and return from Lewiston by Lake, \$1.00; to Thousand Islands, \$5.00. Tickets for the above side trips can be had when purchasing Niagara Falls ticket, or at any time on the train. Besides the above privileges, with that of spending Sunday at the Falls, we will furnish all those who desire a side trip from Brockton Junction to Chataqua Lake and return **FREE OF CHARGE**. Tickets of admission to places of special interest at or near Niagara Falls, but outside of the reservation, including toll over the International Bridge to the Canadian side, elevators to the water's edge at Whirlpool Rapids on the Canadian side, will be offered on the train at a reduction from prices charged after reaching the Falls. Do not miss this opportunity to spend Sunday at Niagara Falls. The excursion train will arrive at Niagara Falls 7.00 A. M. Friday, August 9, and will leave the Falls returning Sunday morning, August 11, at 6 o'clock, stopping at Cleveland Sunday afternoon, giving an opportunity to visit the magnificent monument of the late President Garfield and many other interesting points. Tickets will be good, however, returning on regular trains leaving the Falls Saturday, August 10, for those not desiring to remain over. Tickets will also be good returning on all regular trains up to and including Tuesday, August 13, 1895. Secure your tickets, also chair and sleeping car accommodations, early. Those desiring can secure accommodations in these cars while at the Falls. For further information call on any agent Lake Erie & Western R. R. or address

5-4t

C. F. DALY, G. P. A., Indianapolis, Ind.

WANTED AT ONCE—Teachers—3. Superintendents 5 Principals, 2 College Presidents, 4 Piano, 3 Vocal, 5 Art, 2 Elocution, 9 Primary, 5 Kindergarten, 4 Governesses, 3 Latin, 2 Greek, 5 Mathematics, for fall term. Address, with stamp, **COLUMBIAN TEACHERS' BUREAU**, Vanderbilt Building, Nashville, Tennessee. 4-1y

FREE!—To Christian Endeavorers, Pocket Guide and map of Boston, the convention city. The passenger department of the Big Four Route have issued a very convenient Pocket Guide to the city of Boston which will be sent free of charge to all members of the Young Peoples Society of Christian Endeavor who will send three two cent stamps to cover mailing charges to the undersigned. This Pocket Guide should be in the hands of every member of the society who contemplates attending the 14th annual convention as it shows the location of all depots, hotels, churches, institutions, places of amusement, prominent buildings, street car lines, etc., etc. Write soon as the edition is limited. E. O. McCORMIC, Passenger Traffic Manager, Big Four Route, Cincinnati, O.

"SCHOOL Boards in want of an experienced and highly successful supervisor of music for their schools next year, can be supplied by addressing this office. A gentleman ranking high in music circles."

NOTICE.—NATIONAL EDUCATIONAL ASSOCIATION.

PERSONALLY CONDUCTED EXCURSION TO DENVER, JULY 6, 1895.

Attention is invited to the following arrangements for Indiana teachers and others who will attend the annual meeting of the N. E. A. to be held in Denver, July 8th to 12th.

The undersigned has arranged for a special train via the Big Four (C. C. & St. L. Ry.) Chicago & Alton and Union Pacific Rys.

This train will consist of baggage car, Palace reclining Chair cars (seats free of extra charge) Tourist sleepers and Pullman sleepers.

The train will run through from Indianapolis to Denver, Col. without change or delay, leaving Union Station about noon July 6th, arriving at Denver July 8th at 6.00 A. M. The association meetings will begin at 10 A. M., July 9th.

TRAIN EQUIPMENT.—The Chair cars are equipped with wash and toilet rooms complete, and comfortably upholstered spring seated reclining chairs with soft backs and head rests. Tourist cars are now equipped with cushioned seats and will be found comfortable. Pullman sleepers will be first class in every respect.

Sleeping car rates. Tourist, \$3.00 for double berth; \$6.00 for section, First class Pullman, \$7.00 for double berth, \$14.00 for section. Space reserved on application.

Arrangements for meals enroute at a cost ranging from 25c. to 50c. have been made. Those preferring may be served in dining car.

AMERICAN HOUSE HEADQUARTERS IN DENVER.—A limited number of rooms with board have been reserved in Denver for our people at a cost of less than \$2.00 per day. Space may be secured by applying to the undersigned. Having just returned from a tour of Colorado points, the writer is prepared to furnish information concerning boarding houses in Denver, and boarding houses and hotels at Manitou, Idaho Springs and Colorado Springs ranging from \$1.00 to \$4.00 per day in desirable localities.

Come with us. We guarantee the best service for the least money. A two weeks trip to Denver, Manitou, Colorado Springs or Pueblo and return may be made for \$60.00. Special low rates for side trips from Denver.

RATES.—Our tickets are good returning until September 1, 1895. Tickets are sold to all main Colorado points at the same rate as to Denver. The established rate from Indianapolis is one fare plus \$2.00 for the round trip. Should any competing lines name a lower rate, the cut will be met by the lines over which this special will run.

Space in our train should be reserved as early as possible as a number of parties of two, five and ten in neighboring towns are already asking for space. Ample notice will secure comfortable accommodations and plenty of room for all. Ladies without escorts will receive special attention.

The State Committee of Arrangements have been invited to go with us and a part of them have agreed to do so.

For information as to stopovers and change of return route, special California and Yellowstone rates, and descriptive circulars of side trips, address or call upon Geo. W. Benton, Indianapolis High School or Big Four Offices, No. 1 E. Washington St.,

H. M. Bronson, A. G. P. A.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School.

Teachers going to the National Educational meeting at Denver in July should not overlook the fact that the Vandalia line is the one they should take as it is the only one that can offer you first-class accommodations in every respect.

TO TEACHERS.

It is very important to you that before making definite arrangements for your trip to Denver, Col., for the National Educational meeting in July, that you should consider the most available and quickest route, and I desire to direct your attention to the Vandalia line as being the shortest and most direct route by way of St. Louis. It is the only line running six trains a day between Indianapolis and St. Louis, and while no rates have been made for this meeting up to the present time, I will say that when they are made they will be as low via the Vandalia lines as any other, and our facilities for handling the teachers are far superior to those of any other line. Please remember and see that your ticket reads "via Vandalia line."

GEORGE E. ROCKWELL, D. P. A.
L. B. FREEMAN, C. P. A.

RUDY'S PILE SUPPOSITORY is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to MARTIN RUDY, Registered Pharmacist, Lancaster, Pa. NO POSTALS ANSWERED. For sale by all first-class druggists everywhere. Ward Bros., A. Kiefer & Co., and Daniel Stewart, Wholesale Agents, Indianapolis, Ind. 3-1y

PENNSYLVANIA LINE, local Pullman Vestibule Sleeping Car Indianapolis to Pittsburgh on train No. 8, 5:10 p.m. daily. 3-ft

Diplomas

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"FASHION wears out more apparel than the man." It is just so with diplomas. It is the fashion now to have something artistic—something new and better than the old stereotyped forms. The diploma, which will be one of the most treasured possessions of the recipient, should be a thing of beauty. Why not, when it can be had for the same money as one of inferior grade?

We keep on hand a large assortment of lithographed forms for diplomas and certificates, with spaces provided in which you can insert the name of your institution, its location, course of study, etc., thus completing the form; or we can do this work for you, securing perhaps a better result. We have diplomas at prices to suit and can supply them in any number on short notice. If, however, you desire a diploma made exclusively for your school, we will be glad to submit sketches and estimates for approval.

We carry a complete line of Commencement Programs and invitations. The designs are new, chaste, artistic, and range in price from \$1.20 to \$2 per 100.

In writing us for samples of diplomas don't forget to state kind of school and the number needed; and for programs the number and approximately the price per 100 you wish to pay. It is important that you give us this information. MENTION THIS JOURNAL.

5-1t

C. L. RICKETTS, Opera House Building, CHICAGO.

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...Send for Agency Manual and Registration Blanks...

W. E. INGALLS, an old teacher, is this year engaged in manufacturing "Gold King." See his advertisement on another page. 3-3t

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The Williams and Rogers Mental Arithmetic.

Designed to develop the **thinking** and **reasoning** powers of the pupil, and to cause him to become **rapid** and **accurate** in his arithmetical computations. The book is the work of a successful teacher of long experience, and it will do much toward popularizing this important subject. The problems which it contains are of the most sensible and practical character, all of which can be worked by the pupil **without the aid of a pencil**. Every teacher of **MENTAL ARITHMETIC** should investigate the merits of this book. Specimen pages free on application.

If you teach Bookkeeping and are not satisfied with the results you are getting, you would do well to send for free specimen pages and particulars of Williams & Rogers' Bookkeeping Text Books. They are great labor-savers and result-producers. They are "the books that teach."

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UNIVERSITY OF MICHIGAN.

SUMMER SCHOOL.

During the summer of 1895, from July 8 till August 16, courses of instruction will be given in Latin, French, German, English Literature, English Language and Composition, Philosophy, Mathematics, Physics, Chemistry, Astronomy, Biology, Drawing and Machine Design, Surveying, Civil Engineering, Histology, Botany, Music and Law. Tuition rates will be as follows: One course, \$15; two courses by the same student, \$25; three courses, ditto, \$30. Cost of board and rooms will vary from \$3 to \$5 a week. For announcement containing full information, address **JAMES H. WADE**, Secretary of the University of Michigan, ANN ARBOR, MICH. 3-3t

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THE REALM OF BOOKS.

KATE RODGERS.

"Of the things which men can do or make here below, by far the most momentous, wonderful and worthy, are the things we call books."—*Carlyle*.

"For books are not absolutely dead things, but do contain a certain progeny of life in them, as active as that soul whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them."—*Milton*.

"A book is essentially not a talked thing but a written thing; and written not with the view of mere convenience, but of permanence."—*Ruskin*.

"But if you read rightly, you will easily discover the true bits, and these are the books."—*Ruskin*.

"Reading maketh a full man."—*Bacon*.

The present is pre-eminently a reading age. Everybody reads: old and young, in shop and office, on car and steamboat, at home and along the streets, by the hour and by the shortest snatches of odd moments, books of sterling value and papers of trashiest nonsense. There is a large and varying class of readers, differing in taste and habit, purpose and plan, station and culture, who read books and magazines and newspapers of all grades and character. "Of making many books there is no end," so wrote a wise man three thousand years ago.

How much more is this true in our day. It is near the fact to estimate the number of books in the English language at 2,000,000. Thus it is impossible to read everything. The multiplicity of books can no more be stopped than the Gulf stream by an edict of Congress. Men travel to and fro, knowl-

edge increases, the arts and the sciences flourish, inventions multiply, and book making of course keeps pace. Books are one of the greatest facts and factors of modern civilization.

They stand for intellect and ideas. The average American is a reader, has ideas and has created for himself an atmosphere of intellectuality. His ideas may be crude, prejudiced, ill-assorted and ill-distorted, still to him they are ideas, and represent his intellectual power. Americans read more than any other people. The reading spirit is infectious, and the ambition to know that we may be and do is intenser here than on any other continent. The lowest may stand highest; the poorest may be richest; the uneducated lad, if he have hunger, pluck and persistence, may enter all fields of knowledge, and glean, undisturbed, among all the sheaves gathered through the ages. The more we do, the more we can do; the more busy we are, the more leisure we have and he only is rich who owns the day and fills it with earnest thoughts and noble deeds.

When Voltaire was a little boy he committed to memory an infidel poem which blasted his whole life, degraded his mental powers, and made him an inveterate enemy of christianity.

When David Hume, the historian, was quite young, he entered into a debate in favor of infidelity, and that debate settled his mind ever afterwards in the illogical principles of infidelity.

"In their literary inheritance, the readers of the English language are the richest people that the sun shines on. Their novelists paint the finest portraits of human character, their historians know the secret of entrancing and philosophical narration, their critics have the keenest acumen, their philosophers probe far into the philosophy of mind, their poets sing the sweetest songs."—*History of English Literature*—Shaw.

Emerson advises us never to read any books except those that are famed, and suited to our taste and which we know will do us good.

Carlyle divides all books into sheep and goats, and bids us beware of the goats.

Henry D. Thoreau forcibly said, "Read not the times but the eternities." Ruskin:—"All books are divided into two classes—the books of the hour and the books of all time."

No book that is wanting in the elements of approval to the favor of the ages, should be approved by the individual. These elements are:—sincerity, truth, and a lofty purpose. The true service of reading is something more than to afford amusement for an idle hour. It is an educating process. By it we gain knowledge and fill our minds with best thoughts and best thoughts are our best companions. Hence good books are our most steadfast friends.

Ruskin said, "We cannot know whom we would; and those whom we know we cannot have at our side when we most need them; but how different it is in the realm of books. Here we may choose what friends we like and enjoy their companionship whenever we will."

Herchel called books "the best society in every period of history."

Edward Everett Hale said, "This business of reading must be made agreeable."

"From a child I was fond of reading."—*Franklin*.

"My latest passion will be for literature."—*Frederick the Great*.

The reading habit is a growth and not a creation. Hence, it should be continually cultivated, and in the happiest and wisest way possible, remembering that like produces like. Habit and interest should coincide.

A book relished will educate. Liking is the key to all knowledge. He who reads for the love of it, reads to a purpose. One's reading is a serious part of life's business, and must be conducted on sound principles and with resolute firmness. It will take resolution, patience and persistence. So does every good thing in this life. The good costs but it pays!

The popular clamor of the hour is for light literature. This might argue light weight as to brains but this is not necessarily true. Certain it is that fiction holds sway. We need not scold about it nor find fault with it. The evident natural trend of the human mind is in that direction. The great Master recognized it and spoke largely in parables—stories, by which attention was arrested and interest aroused and truth infixed. All classes, the good and the bad, the educated and the uneducated, alike enjoy fiction. The best and the worst writers use it with power.

Many of the best novels of the day are historic, biographic, the logic, ethic, scientific, and yet are classed under fiction. Some of the wisest and best morals and spiritual teachings are in books grouped under this head; and some of our heartiest inspirations to work and to suffer and sacrifice have come from a judicious reading of the best works of fiction.

I never read Dickens but I hate shams with a keener relish. I never read Scott but I get a more vivid knowledge of the history of the men and times in which and of which he wrote. I never read Thackeray but my knowledge of human nature is greatly broadened, and my very purposes are enkindled for better living. George McDonald makes me think and feel on every page. E. P. Roe leaves a healthy inspiration.

Take another realm:—The essence of poetry is to be found in the world's first great poem, the "Iliad." It must ever be kept in mind that to be educated in the highest and truest sense—is to be a *man*—to be a *woman*. And in order to warm into a glowing, happy, related individual, the human personality, the tender touches of a loving humanity as manifested by a Burns and a Wordsworth must portray the nobility of man as man.

Then let our own Hawthorne, Irving, Bryant, Whittier, Longfellow and Lowell be our companions. In biography, we can find rich materials. The recital of the noble deeds of the truly great has a wonderful influence in the formation of character.

"The study of history will teach the legislator by what means states have become powerful; and in the private citizen, they will inculcate the love of liberty and order. The writings of sages point out a private path of virtue, and show that the best empire is self-government, and that subduing our passions is the noblest of conquests."—*Bulwer*.

It should ever be borne in mind that the root purpose back of all our reading must be the upbuilding of character. That is, our reading should be turned into character. By means of it we should grow wiser, stronger and better. Everything means something; character means most of all, because it is the product of all. The materials used are, by and by, pushed aside as worthless refuse, but the results of using abide! Every book that we take up without a purpose is an opportunity lost for taking up a book with a purpose.

It is only when we read for character's sake that we win our own best approval, and the approval of Him who gives talent and time and opportunity for best use. Next to the fear of God implanted in the heart nothing is a better safeguard to character, than the love of good books. They are the handmaids of virtue and religion. They quicken our sense of duty, unfold our responsibilities, strengthen our principles, confirm our habits, inspire in us the love of what is right and useful, and teach us to look with disgust upon what is low and grovelling and vicious.

"It is hardly possible but the character should take a higher and better tone from the constant habit of associating in thought with a class of thinkers, to say the least of it, above the average of humanity. It is morally impossible but that the manners should take a tinge of good breeding and civilization, from having constantly before one's eyes the ways in which the best bred and best informed men have talked and conducted themselves in their inheritance with one another. There is a gentle but perfectly irresistible coercion in a habit of reading, well directed, over the tenor of a man's character and conduct, which is not the less effectual because it works insensibly and because it is really the last thing he dreams of."—*Sir J. F. W. Herchel.*

The true sum of all that must be sought is culture—a culture that will produce power, that will broaden our sympathies, heighten our aims and intensify our plans. Such a culture of mind that every department shall be fully furnished, so that the will, giving its decision, shall be instantly and loyally obeyed; thus every faculty will have its widest liberty and freest swing in its sphere. This is culture—this is power. The wisest and wealthiest authors ought to be our best known and best loved friends. Such writers lift us into higher realms. They excite our ambition. They furnish us for good society. They impart a discipline that is as much needed in life as in soldiery. It is the disciplined mind that achieves. Painstaking reading of the best authors is the best method.

"Books are yours,
Within whose silent chambers treasures lie
Preserved from age to age; more precious far
Than that accumulated store of gold
And orient gems, which for a day of need
The Sultan hides deep in ancestral tombs
Those hoards of truth you can unlock at will."

—*Wordsworth.*

The mind is multiform and is pleased with manifoldness. The world of study is not all physics, nor metaphysics, nor ethics, nor theology, nor art, nor science, but all combined.

The secret of delightful living is to have many interests. Monotony tires and disgusts. We should think with all minds and toil with all artisans, and companionship a little with all professions. Let us remember that it is a rich and varied world we live in, and it is our privilege to touch it at as many points as possible. Breadth is valuable if not too thin! In everything we cannot all be adepts. Specialists are ever needed. The men of one idea, of one department are powers! Still we ought to go into every realm of nature and being and thought, and pluck a little of its ripest and best fruits; we ought, that we may see and know that the professed antagonisms between the world of revelation and the world of creation are not real but shadowy and vanish at bold approach.

Most of the bitter controversies and conflicts in the fields of thought are from partialists. Wide reading is quite a necessity to-day. Life is cosmopolitan. We of to-day hear all things; for us poets have sung immortal songs; philosophers have patiently searched out hidden truths; patriots have founded institutions; statesmen have created Magna Chartas and constitutions; inventors and explorers and discoverers have laid bare a thousand secrets of beauty and power and put them within our grasp. Thinkers have left their treasured thoughts; reformers have confronted prejudice and hate; heroes have sacrificed their lives to promote liberty and justice; generation after generation has wrought on and on amid great opposition; and to us have fallen the priceless fruitage of all their toil and sacrifice.

"The heights by great men reached and kept,
Were not attained by sudden flight;
But they, whilst their companions slept,
Were toiling upwards in the night." —Anonymous.

"Until we know why the rose is sweet, or the dewdrop pure, or the rainbow beautiful, we cannot know why the poet is the best benefactor of humanity."—George William Curtis.

"My days among the dead are passed;
Around me I behold,
Whene'er these casual eyes are cast,
The mighty minds of old.

My never-failing friends are they,
With whom I converse day by day.

"With them I take delight in weal,
And seek relief in woe;
And while I understand and feel
How much to them I owe,
My cheeks have often been bedewed
With tears of thoughtful gratitude.

"My thoughts are with the dead; with them
I live in long past years:
Their virtues love, their faults condemn,
Partake their hopes and fears,
And from their lessons seek and find
Instruction with an humble mind.

"My hopes are with the dead; anon
My place with them will be,
And I with them shall travel on
Through all futurity;
Yet leaving here a name, I trust,
That will not perish in the dust."

It is a duty we owe to the past, the present and the future, to attain perfection in the art of reading, and this requires a constant exercise of mind. It is only by labor that thought can be made healthy and only by thought that labor can be made happy. A man may possess a fine genius without being a perfect reader; but he cannot be a perfect reader without genius.

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."—*Bacon*.

When we take up a good book, the whole meaning of the author will not at once be clear to us, but like gold hidden in the fissures of the earth, nobody knows where, the deepest and best thoughts of wise men are always hidden—and in parables—not for our *help* but for our *reward*. That any good author's meaning may be gleaned and made our own, Ruskin tells us we must work as a miner ere we may hope to gather one grain of metal—the golden thoughts of authors.

"If the person who wrote the book is not wiser than you, you need not read it; if he be, he will differ from you in many respects."—*Ruskin*.

"All truly great thoughts have been thought already thousands of times; but to make them truly ours we must think them over again honestly till they take root in our personal experience."—*Goethe*.

PLEASANT GROVE, IND.

A WAY TO USE EDUCATIONAL JOURNALS.

BY L. C. E.

We often hear of great men who seem to have their brain divided and subdivided into little compartments where knowledge is stored all classified and ready for use. A very happy person must such an one be who carries his encyclopedia with him.

Of course all would-be progressive teachers take one or more educational papers. The paper is taken up at night when the teacher is, perhaps, over-weary, the pages hastily scanned—as a matter of duty—and laid down, nothing available having been found for her class at that time. In a few days or weeks the paper is carefully filed away, where it remains unopened and untouched until the year's file is removed to make room for something else, or the next year's edition. Or perhaps she sees something that might be used later, and intends to remember it, but when the subject comes up, she has either forgotten the article entirely, or hasn't the time and patience to look through the numbers to find it again. So she grinds through in the old way, or tries an experiment that proves a failure, when that very article penned by an experienced teacher would have smoothed the path of many of its difficulties. And after a while she begins to wonder if it isn't a waste of money and time to subscribe for teachers' magazines; and it *is* if they are used in this way, which the writer knows is the case in many instances.

Of course it is well understood that the province of an educational magazine for teachers is not to furnish lessons to be copied (few could be copied). But because the lessons are founded on pedagogical principles, there is something in each which will help the young teacher to plan her lessons wisely, and a broad application of the underlying principles will bring her work to a higher plane and fill her with enthusiasm for her work, thus accomplishing the work designed by educational publications.

For several years I got from my journals an inspiration for a brief time only, but now that I have learned how to use them, I get much from them for everyday use as well as an inspiration that is growing rather than fluctuating.

I procured, first, two large and well-bound note-books and portioned off a part for each branch taught in my school, heading each "Devices in Geography," "Lessons on Minerals," etc. When my papers come, I read carefully, then clip all lessons that impress me as valuable, either for the matter contained or manner presented, and paste in my book, leaving space for observations. Under "Miscellaneous Subjects" I have many lessons that are not feasible for my present grade or class, as a whole, but from which I get materials that brighten up the routine work wonderfully.

Amen to this suggestion.—ED.

—Primary Ed.

RESPONSIBILITY OF THE PUBLIC SCHOOLS.

J. H. HAMILTON.

The public responsibility of school teachers in this country has never been sufficiently emphasized. Education has been a sadly neglected field. The greatest neglect has been in the preparation of sovereign people for citizenship. The need of the hour is not the "cultivation of patriotism" and foolish obeisances to the flag. Above all things a critical attitude towards the state should be cultivated in the developing citizen; a greater alacrity to condemn and arraign the faults at the bar of public opinion than to exult in achievements. The spreadingsails swelling before the kindly breeze may elicit our admiration, but the leak in the hold must receive our attention or our ship of state will perish. A patriotism founded upon intelligence at the present time should rather demand an increased study of the science of society and the state than an attitude of idolatry or reverence towards the national emblem. The country is cursed with appalling and degraded poverty to-day, there are three million working people out of employment, the poor are suffering from the sting of wrong and injustice, pluck me stores and the sweaters' dens exist, all, and a long list of evils that might be mentioned, because of the delinquency of education. The whole hope of the people of the nation for the conditions that make life happy and desirable is bound up in the kind of education the people receive. The public weal must be

evolved from a general scientific understanding of social forces which requires a universal study of these forces. Our woe results from a neglect of such study.

Such study should, must begin with the teacher. Every teacher in Indiana should have a University training. Their preparation should include a year's work in each of the following branches, viz: Pedagogy, Psychology, Political History of the United States and Social Science. The purpose of including these studies is to furnish an efficient equipment in the Science of Teaching, the Science of Mind, the Science of History and the Science of Society. There can be no patent method of insuring competent teachers. It will always be that some will digest and absorb while others will only remember. But it is all important that the proper material for absorption be supplied. Who can doubt that if such an equipment were universal that the public schools would be pervaded by a purer and a higher atmosphere and that the next generation would wonder at the crudities of to-day? The State Normal and the State University together afford three and four years' work in each of these departments. How to introduce the teachers of the State to these opportunities, should be the problem for local politicians to solve. It is a fine opportunity to inject wise statesmanship into State politics. A concerted effort would bring it about.

I would suggest as conducing to this end that a law be petitioned for providing that teachers of two years' experience with degrees from the State University and a certificate showing that their work has included the above mentioned studies be given life certificates to teach; that an appropriation be asked to build teachers' dormitories at the State Normal and the State University to provide students who have taught, with furnished rooms, heat and light free while they are pursuing their studies; that efforts be made to induce teachers to avail themselves of the University Extension lectures in their county seats and by other private means to prepare themselves for advanced standing in the University; that the time of the school year be so readjusted that teachers may avail themselves of at least one term of University work out of the year without interfering with their work in the public schools.

The purpose of such an effort would be to kindle an intelligent, not a blind patriotism, a quickness to discover and mend a fault in the machinery of the body politic. It would secure a wise direction to the systematic study in the public schools of political economy and the science of society. At the age of fourteen every child in Switzerland has a fair understanding of the principles of political economy and social science and Switzerland is the most progressive republic in the world.

Indiana has always taken a high rank in education compared with other states and her teachers should be in a position to see what great possibilities are still before them.

BLOOMINGTON, IND.

THE INTERNATIONAL DATE LINE.

THOMAS F. HARRISON.

The discovery of the Philippine Islands by Magellan in 1521, and their subsequent commercial and governmental connection with Spain by the way of the western shores of Mexico, naturally led to the carrying of current European dates westward, so that the date at those islands was the same as that of Spanish America and of Spain itself. This remained unchanged by the Spanish authorities for over three hundred years and until quite recent times. Vessels passing to the East by way of the Cape of Good Hope, in the same way carried European dates to the eastward. For certain reasons Spanish vessels did not take this eastern route. The irregular curve line representing this state of things is found on Schedler's globe and on some other scientific publications of Steiger & Co., and it was from them that the author of Harper's School Geography obtained it.

Five or six years ago this question of dates in the western Pacific became a subject of investigation in Germany, in connection with the well-known fact that the steamers of Germany, England and the United States, both commercial and war vessels, record a change of date in their log-books upon crossing the meridian of 180°. The author of the School Geography saw some brief allusions to the matter in extracts from German papers in 1890, but was not able to obtain any

definite or authoritative data until April, 1891. The Scottish Geographical Magazine of that month, on page 207, has the following:

"In 1844 the Governor-General of the Philippines decreed that, 'considering it convenient that the mode of reckoning days in these islands shall be uniform with that prevailing in Europe, China, and other countries situated at the east of the Cape of Good Hope' . . . I ordain, with the assent of His Excellency the Archbishop, that, for this year only, Tuesday, December 31st, be suppressed, and that the day following Monday the 30th of the same month be styled Wednesday, January 1st, 1845.' That the date has been made to conform with that of Eastern countries is a circumstance not generally known."

The term International Date Line is objectionable in some important particulars, no convention or international agreement relating to the matter ever having been established among the maritime nations; yet it might be somewhat difficult to devise a new name that would be neither too brief, and therefore vague, nor so long as to partake of the character of a description or definition.

Harper's School Geography has just undergone a thorough revision, both maps and text, including the subject of the Date Line, having been brought fully up to date.

CORNWALL-ON-HUDSON.

DYING TEACHERS.

Another very difficult problem is to keep the teachers alive in their calling. If the same subjects are taught year after year by a pedagogue isolated from the rest of the world, his teaching is destined to degenerate into mere routine work, and he may die long before he is ready for burial. There is a dead line in all the professions, and, when a teacher reaches this line, what shall be done with him? The creed says nothing about a resurrection of the dead in the world of pedagogy. Shall such a teacher be translated into the school board? By no means; for his advent there will be the death-knell to all further progress in the district. The only safe thing is to keep the teachers from dying before they are ready to leave the school-room. In the religious world, the annual camp-meeting, the periodic communion seasons, and the days

of special devotion during the church year, help to revive the life and zeal of the worshiper. The county institute is the annual revival meeting for the teachers. It is far more essential to the old teacher than to the beginner. The pedagogue who derives no benefit from this annual contact with others, has surely reached the dead line, and the sooner he is translated to some other sphere, the better it will be for the innocent children.—*Penn. Sch. Journal.*

INDIRECTION.

RICHARD REALF.

[One, of the eleven poems written by Richard Realf, a young soldier in the war of the "rebellion," who looked on the dark side of life, became despondent and hanged himself a short time after the close of the war.]

Fair are the flowers and the children, but their subtle suggestion is fairer,

Rare is the rose burst of dawn, but the secret that clasps it is rarer;
Sweet the exultance of song, but the strain that precedes it is sweeter,
And never a poem was writ, but the meaning outmastered the meter.

Never a daisy that grows, but a mystery guideth the growing,

Never a river that flows, but a majesty scepters the flowing,

Never a Shakespeare that soared, but a stronger than he did unfold him,

Nor ever a prophet foretell, but a mightier seer foretold him.

Back of the canvass that throbs, the painter is hinted and hidden,
Into the statue that breathes, the soul of the sculptor is hidden;

Under the joy that is felt, lie the infinite issues of feeling,
Crowning the glory revealed, is the glory that crowns the revealing.

Great are the symbols of being, but that which is symbolled is greater,
Vast the creation beheld, but vaster the inward Creator;

Back of the sound broods the silence, back of the gifts stand the giving;

Back of the hand that receives, thrill the sensitive nerves of receiving.

Space is as nothing to spirit; the deed is outdone by the doing;

The heart of the wooer is warm, but warmer the heart of the wooing;
And up from the pits where these shiver, and up from the heights where those shine,

Twin voices and shadows swim starward, and the essence of life is divine.

PRIMARY DEPARTMENT.

Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

TEACHER'S "TELLING."

This remark is frequently heard, that a teacher should never tell her pupils anything they can possibly find out for themselves. It seems to me this must be taken with two considerations in mind, two exceptions probably.

There are two times or places when the teacher should *tell* a thing. One is when the pupil has done all he can do, has gone as far as he can go, when the teacher has gotten him to see all he can see from questioning alone. Then without any more worry and fuss a teacher should explain or "*tell*." The other time when it is wise that a teacher should "tell" is when the time necessary for the development of a certain point could be better spent on some other.

I have seen teachers spend fifteen minutes in working out a point when neither the point nor the discipline gained was worth the time spent in getting it, when it would have been better for the pupils if the teacher had told the point as soon as he found it was not known, then moved to something else of more worth and let the pupil acquire his discipline working out facts that are important. Certainly no teacher needs look far for these.

This means, of course, that the teacher must be able to discriminate between facts in their relative value to the life of the child. If the child's capacity were not limited and if the time element were also not limited then the advice never to tell the pupil anything he can find out himself might be good. But these two facts are fatally against it.

Sometimes a teacher asks question after question on a hard point and finally succeeds in reaching it. Probably two or three pupils give it, and usually in about the same language used by the first. Without a word from the teacher, this difficult point is left and another hurriedly taken up. If after the children have given it, the teacher were to put the fact in her own way, state it differently from the children, and give an illustration if possible, the point will be more clear and more interesting and for these reasons better remembered. To be sure the teacher's re-stating points may easily be

carried to the extreme, and frequently is, nevertheless the use of this in the proper place adds to the clearness and interest of the point. When the teacher puts the point in clearer or more elegant English, while not a direct "telling" of the point, she sets before the children a better standard of expression than they are able to give.

It seems to me that those facts that need to be known partially, but have slight concern with the true life of the child may be told and let the great stress of discipline be gotten in the mastery of those others that are vitally connected with the child's larger life. The teacher should be constantly on the watch for those facts and that peculiar training that will put the child most completely in harmony with the varied interests of the complex civilization of which he is a part.

EXPERIMENTAL PSYCHOLOGY.

A little over fifteen years ago the idea of experimental psychology was introduced into this country from Germany. There are now four or five schools in the United States striking out boldly and making experiments in certain lines that will require years to accumulate enough data for accurate generalizations.

Experiments are being made to determine the relative wealth of associations suggested by nouns, pronouns, verbs, adjectives and the other parts of speech. It is hoped by the experimenter to determine something of the nature of primary reading and also the best way probably of approaching a new language.

Another series of experiments is to determine the effect of certain conditions of mind on knowing and remembering, especially such conditions as ignorance, expectancy, prejudice, doubt, etc. If this can be at all accurately determined, it will have a broad application in the everyday work of the school. A knowledge of these conditions in their relation to thinking out a new point would influence every assignment of work, every recitation.

Experiments are also being made to show the relation of color to form and form to color as helping or retarding memory and association. It is hoped results from this may throw

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more light on our form and color work in the schools. Then, too, tests are being made to determine the ground for harmony in colors, the varied positions and amounts being carefully noted. It is also hoped to determine, if possible, the influence of one mind on another under certain conditions. Many other lines of experiments might be mentioned but these are sufficient to show the trend of some of them.

The head of this department of work in one of our universities recently remarked that he had outlined enough experiments in the lines of association and memory alone to keep one person busy fifty years. What the outcome of all this research may be is indeed difficult to say, but it is hoped it will put our educational practices on higher grounds.

While very few teachers are able to carry on original investigation to any great extent, every one should keep in touch with what the leaders are doing and be ready to verify and apply the results they offer. No part of all our school work will be more fundamentally affected than the work of the lower grades. All primary teachers should watch these results closely and feel that the experiments of the university in child study, experimental, and physiological psychology can receive as full an application with their six year old pupils as anywhere along the line—probably the fullest.

OBSERVATIONS IN A TRAINING SCHOOL.

Not long ago I spent a day in the training school of the Michigan State Normal at Ypsilanti. Many of the features peculiar to training schools would not be of interest here, but there were many other things that should be of interest to all teachers.

The training school at Ypsilanti is made up of grades beginning with the kindergarten and reaching to the high school, and with the kindergarten teacher there are ten critic teachers, nine grades. There is also a supervisor of all the training school work. He has general oversight (and insight) of the teaching done both by the students and by the nine critic teachers as well.

While each teacher has but one grade, these grades are usually divided into two sections. They believe children

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should acquire the power of holding themselves to work while something else is going on in the same room and without the teacher's sitting down in her chair and "keeping order" for twenty minutes or so and then hearing the whole school recite the lesson they had been studying. When a student begins his practice he is only required to attend to the class reciting, but soon he must also see that the other class is kept busy at work and exercise all the discipline necessary in the entire school during the particular period of his recitation. But a good teacher must be able to hear a recitation and have half an eye, at least, for those pupils not in the recitations, a person who cannot do this lacks one of the essentials of a good teacher.

Before practice students finish their period of probationary teaching they must have entire charge of a certain room for one or more full days. This tests the student's ability to plan carefully for an entire day's work or for all the work for several consecutive days. This shows clearly and the practice student's ability to assign lessons (which is a great feature;) how readily she can change from one subject to another; this work shows her insight into the physical conditions of her pupils—the elements of amusement, fatigue and rest. It frequently happens that with children there must be rests at other than the stated periods or there will be a necessary loss to the child. A teacher who sees readily this fatigue point in her children and is prepared to suggest a play, a song, an out-door recess or calisthenics, whichever seems best at any given time, that teacher has an artist's insight into her pupils.

The practice students are also required to furnish outlines of reading, science, geography work (and other lines also), to be followed through a certain length of time, and it is earnestly hoped that these students will continue this process of looking ahead and planning for consecutive work. It is a great failing among Indiana teachers as well as those of Michigan that we only live from day to day and do not see some organically developed scheme of work. Of course, the teachers will tell you that they follow the text-book and the maker of the text-book knows more about the subject than they know. But that isn't the point. I do not object to

following the text-book, but it is the blind following that is death. And whether I follow the text-book or not, I should have such a complete organized view of the subject that every little lesson will be guided and illuminated by this pillar of fire.

Again, it was insisted with these practice students that it was their excellence in little things that counted very much in favor of good teaching or against it. Such things as their use of English—not merely correct as far as the grammar is concerned, but their language should always be clear, concise and if necessary, elegant; it is details of questioning, of discipline, of assignments; it is the teacher's peculiarity of walking, standing, sitting, manner, dress, etc., all these are marks by which a good, all-around teacher is pointed out as well as by her knowledge of the subjects to be taught and her ability to conduct a recitation merely.

As child-nature is the same in Indiana as in Michigan, I suppose it is not rash to conclude that what Michigan insists should be the characteristics of a good teacher there will also apply to a good teacher here.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

SUGGESTIONS FOR JUNE.

"The bobo'link has come and like the soul
Of the sweet season vocal in a bird,
Gurges in ecstasy we know not what
Save '*June! Dear June! Now God be praised for June!*'"

"In June 'tis good to be beneath a tree
While the blithe season comforts every sense,
Steeps all the brain in rest, and heals the heart,
Brimming it o'er with sweetness unawares,
Fragrant and silent as the rosy snow
Wherewith the pitying apple-tree fills up
And tenderly lines some last year robin's nest"

"No matter how barren the post may have been,
'Tis enough for us now that the leaves are green."

Most schools are closed by the time "June comes with her roses," and teachers are free to

"Sit in the warm shade and feel right well

How the sap creeps up and the blossoms swell," if they have the wisdom to do it. It takes wisdom to rest thoroughly, to lay up a store of strength as bees do honey that we may enjoy it in time of need.

To enter school in the fall in good health and spirits, one must spend the summer well. And one requisite of spending it well is to rest well; just the sort of rest that Lowell describes in "Under the Willows." There is psychology and pedagogy in his thought:

"What a day
To sun me and do nothing!
Nay, I think

Merely to bask and ripen in the sun is sometimes
The student's wiser business; the brain
That torages all climes to line its cells,
Ranging both worlds on lightest wings of wish,
Will not distil the juices it has sucked
To the sweet substance of pellucid thought,
Except for him who hath the secret learned
To mix his blood with sunshine and to take
The winds into his pulses."

Now why hasn't some kindly poet put into charming verse that teachers should do a certain amount of reading during vacation?

If some one advises you to *rest*, you think, "Oh, of course, everybody needs relaxation," and go right on *not resting*.

But when Lowell says "mix blood with sunshine and take the winds into your pulses," it is attractive and you are tempted to try it. As the poetry is not at hand, we shall say in prose, you should read some "summery" books whose only excuse for being read is that you fancy them. Some books are not nourishing but like iced lemonade are very refreshing. Then beside the light reading why not attack some of heavy professional subjects that should be read instead of waiting till next winter?

Since it is probable that the plays of Henry the VIII and The Tempest will be selected as the basis of the literary part of the teacher's examinations after Ruskin, why not carefull,

read both of them? If they should be a part of the program for township institutes next year, you will rejoice that you need only to review them from month to month. An excellent book for June reading is "Walks Abroad", by the author of *Evolution of Dodd*. It is full of such kindly home thrusts for all; such sensible suggestions, for instance one chapter begins: "I wish you would stop a minute, and think out, honestly, just exactly what it is that *you* can do, or perhaps better, what it is that you *do do poorer* than you do anything else in the world." Now please don't slur over this in a shiftless or lazy way, but look the thing squarely in the face, for once in your life, and see what comes of it. Don't try to deceive yourself into the idea that you do or can do, all things equally well. *You know better*; and inasmuch as any admissions you may make are only "to yourself" and not "out loud" be honest and out with the bottom facts in the case, just for this once at least.

[Pause here a full minute by the clock.]

Some one else has said

'Tis good sometimes to be alone
To sit down and look Self in the face."

"Walks Abroad" helps one to look self in the face. If you read thoughtfully the chapter entitled "Rats," you may temper your method in dealing with some of your "slow" pupils.

The author interviews a traveling showman who exhibited trained rats. The interview closes thus:—"And so," I said, "I understand you can't teach any rat to do anything you happen to want him to do?"

"Oh nein, nein!" he replied, "you can't only deach a rat to do vot he vas made to do! Und ven a man is a goot rat-deacher, he knows dot ding, und he von't dry to deach a rat vot he can't learn!

"Und dot is yoost der tifference between a goot rat-deacher und a shool deacher," he added. "A shool deacher dinks he can deach any shild any ding what he bleases. But he could'nt do id! Shildren is yoost like rats! Some vill learn von ding, und some will learn anoder ding, und dots a goot shool deacher dot knows dot ding und vorks dot vay!"

"Do you suppose I could ever learn to teach rats as you do?" I faltered. The man eyed me closely and then said,

"No! you couldn't do id! You vasn't der right kind off a man! Ven a man makes a goot rat-deacher he vas got to been born yoost on burpose for dot beezness, und I don't pelief you vas born dot vay!"

We lend a hand to help you to choose "a shady nook and a book" and while away the June time.

A WORD ABOUT WRITTEN EXAMINATIONS.

Much is thought and said about written examinations, pro and con. One "con" that is very frequently advanced is that it is a hot-bed for dishonesty; that pupils should not be exposed to such temptation to cheat as the examination affords.

There is dishonesty at examinations, pity 'tis, 'tis true! But there comes to us a question whether examinations are much more of a temptation to cheat than a revelation of the current of dishonesty that flows through the characters of some of the pupils. If they are dishonest at examination, are they not dishonest at recitation?

What teacher will say that his pupils cannot deceive him during recitation? In a large class how can you be sure that each pupil knows the lesson thoroughly?

Do pupils ever peep into a book during recitation? Do they ever come to a recitation with a mere smattering of the lesson, trusting to luck, and to gathering enough from the oral work of well prepared pupils, and to a confident manner to "pass on the recitation?"

Do pupils ever give aid to each other during recitation? If pupils *do* do these things, then can it be so confidently asserted "the teacher always knows who should be promoted."

Here is a case in which dishonesty had no part. There were two intimate friends, Anna, self-confident, quick-witted inclined to be superficial; Ella, timid, slow of thought, but thorough in whatever she undertook. The teacher's estimate of their daily work stood; Anna 90 per cent., Ella 75 per cent. Their grades upon an honest written examination stood; Anna 75 per cent., Ella 90 per cent.

Who shall say that the examination test was more unfair than the teacher's estimate?

To return to the question of dishonesty. A certain class finished the subject of percentage. One evening the teacher said to herself with complacent self approval, "It seems to me that I never taught percentage so satisfactorily. I will give them a few written problems to-morrow, and keep their papers to show what a class can do."

So at the recitation period she passed to each, paper and a list of problems. One of them was, "If I borrow \$500 at 5 per cent. and lend it at 8 per cent., what do I gain?" With great serenity she waited for the papers to be handed in. With great consternation she noted results after they were handed in. She knew the pupils were not frightened and there were no "catchy" problems. So when she seated herself "in a saddened mood to think," the thought would intrude itself that she had been adroitly deceived. She afterward discovered how expert many of them were in veneering a little knowledge so it would cover the ignorance beneath. The teacher had had years of experience and had won a deserved reputation for thorough work. I tell you the tale as she told me.

The moral is one "can't most generally always sometimes" depend on knowing a class.

"A wukin in de low groun's, you diskiver as you go
Dat de fines' shuck may hide de meanes' nubbin in a row!"

Said one little girl to another, "I'll swap my apple for yours. Mine is the *biggest*."

The large apple was hard and sour, the small one mellow and sweet. When the child after tasting, begged to swap back or each take half of the sweet and half of the sour, the one who proposed the trade ran off laughing.

A little boy came tearfully with a useless top that had been traded to him upon false representation. Investigation revealed that six boys had successively cheated a playmate. The first boy had found the top where an honest boy had thrown it away, and saw a chance to get a good one for it.

A young girl patiently showed lace to an exacting customer. The lady almost decided on a costly piece, but finally said, "I'll come back for it if I find nothing suits me better."

"Will you call for me if you return? I get a per cent. on the sale."

The lady returned and the saleswoman being busy asked the other girl at the counter to wrap up the lace. And the one who wrapped it up slyly credited herself with the sale!

A man discovered that a fine, strong horse had an incurable disease. Whereupon he took it to a poor expressman and offered him what seemed to be an excellent bargain. "You need a strong, young horse, and I need a little ready money," he said affably. The expressman took his hard earned savings and bought the horse. In a few months the horse died!

Do you suppose any of these people have been dishonest at an examination or a recitation?

Let us do what we can to inculcate honesty, no matter what the basis of promotion is. In the meantime may it not be well to question whether written work and oral work, examination tests and daily recitations should not balance and counter-balance each other, helping us to get the fullest knowledge of what pupils are able to do?

DESK WORK.

A TOUCH OF COLOR.

"Let us see how many colors you can name." As they were given the teacher wrote upon the blackboard; red, purple, pink, gray, yellow, green, white, brown, blue, orange, black.

Then added:—

1. This is a ^(gray)—goose.
2. This is a ^(brown)—sparrow, and that is a ^(brown)—thrush.
3. Three birds are named from their color, ^(red)—bird, ^(blue)—bird and ^(black)—bird.
4. A rose may be ^(white)—or ^(pink)—or ^(red)—or ^(yellow)—.
5. The cubes in the box are ^(red) ^(blue) ^(yellow) ^(green) ^(purple) ^(orange)—, —, —, —, —, — and —.

"Fill the blanks. If your work is finished and neat when I'm ready to look at it, you may take these pieces of colored chalk and make a mark with a color, wherever you have used the name of that color."

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

**VERTICAL WRITING AND THE PRINCIPLES OF
ESTRANGEMENT.**

Even vertical writing must have its philosophical explanation; and since the principle of estrangement is fundamental in education it must underlie in some way this new movement in writing. There is no higher principle in education than the one here named; and the reader is referred to the "Philosophy of Education" by Rosenkranz for its explanation. There can be no growth without tension between the mind and what is foreign to it. This tension is constantly released in knowledge and as constantly renewed. The mind cannot rest in itself; it must pass into something different. There must be constant change. Monotony is unbearable; it is death. The mind must find relief in change, even if it be in a fire or a funeral.

Pupils had written with right position, left position, front position and all intermediate positions, and not being able to take the back instead of the front position, some other strange thing must be devised. And having already done the back hand and the front hand, nothing remained but to do it vertically. This is strange enough; especially so for those of us who were experts in the Spencerian, and marvelously strange when looking upon the mixed product. It is easy to foresee what must be next; for there is nothing left but to split the difference; after which the series passed through above the line must be repeated below.

What strange transformations further await us we know not. It is marvelous how quickly the pedagogue seizes great underlying principles of education and works such great moral reforms as that from slanting to vertical writing. Only a few week ago if a boy in the Chicago school had violated the right slant by a single degree he would instantly have received slanting treatment. Oh, the merit there was in that particular slant! Now the idol is broken by a great rational principle of pedagogy, which sets up another idol of vertical writing to be worshipped in turn; it is a brand new idol; yet in turn it will have to be broken, poor thing! When

will educational idolatry give way to true worship? When shall we seek that which is essential and abiding under changes, rather than be driven by a childish restlessness for something merely new? When can the pedagogue center himself in great issues and with genuine enthusiasm, and escape the sudden paroxysms and prostration incident to the intemperance and childhood of the profession.

"GEOGRAPHY AS A SCHOOL SUBJECT."

The foregoing is the title of a valuable article in the *Educational Review* for May by Charles McMurry, of the Illinois State Normal. The article is too long to quote, but I give the introductory paragraphs which give the key to his thought.

"The discussion of geography as a school subject has developed in the last few months some interesting phases which have general importance. The Report of the Committee of Ten and the discussion and printed papers before the Northern Illinois Teachers' Association are enough to show the mental ferment now going on. The effort to find out what geography is and to fix its proper relation to other studies, has resulted first in showing a multitude of close relations to geology, botany, meteorology, physics, astronomy, and to other natural sciences, as well as to history and literature. A second result, for many, has been to almost destroy the identity of geography as a distinct field of study. The manner in which it overlaps the fields of natural science and history has so confused some of the pedagogues that they are inclined to ignore the boundaries, if there are any, and to treat geography and natural science as a single body of knowledge.

"When faced with confusion and uncertainty produced in the minds of teachers by this mixing of what has been regarded heretofore as distinct studies, the advocates of confusion escape from the dilemma by saying: 'We are not teaching subjects but children.' In this paper I shall make an effort to vindicate a place for geography as a distinct school study, and to show the proper method of treating its relations to other studies.

“ ‘Geography is the study of the earth as the home of man.’ This definition gives the key to geographical study, as distinguished from other studies and as related to them. The study of the earth alone, its phenomena and forces, its vegetation and animals, its rocks and atmosphere, is natural science pure and simple. The study of man in his work and progress, in his struggles and representative deeds, is history. The study of the earth as related to man is geography. Every topic in geography has a double footing in natural science and geography. It has two faces—one toward nature and one toward man. This double or complex character is the distinguishing trait of strictly geographical topic. The moment a topic becomes purely scientific or purely historical it loses its geographical character. Geography is the connecting bridge between the two great real studies, nature and man. A description of the Illinois or Hudson River, for example, is the presentation of a great complex object in nature as related to the industries, travels, and cities of men. The treatment of the city of Duluth as a natural trade center includes not only the railroads and shipping that centers there, (man’s work), but also the surface, climate and natural resources of the northwest and the series of lakes and rivers which connect this productive region with the eastern states and the Atlantic Ocean. The study of Mt. Washington and the White Mountains as a tourist’s resort would involve a multitude of nature’s works in tree, bird, stone and brook, and the villages, roads, traditions, mountain-engineering, summit-house, and other works of man’s brain and hand.”

The foregoing is valuable not only because it draws the proper line about geographical study, but because the method of thought employed is the method of settling the boundaries of all other subjects.

The teacher has no more important work to do in approaching a subject than that of establishing the boundary line of his subject matter. Without having done so it is impossible to move forward with clearness and precision. And to establish such a boundary is no easy task.

The ferment and confusion touching the subject of geography which prompted the foregoing, is perennial in the dis-

cussion of all subjects. All subjects overlap; and each one can be made, by special emphasis, to absorb the adjacent one. The line separating orthography, orthoepy, grammar, and composition is not all clear. Syntax, punctuation and figures are treated anywhere and everywhere. Grammar invades and exhausts rhetoric, and rhetoric invades and exhausts grammar. History, economics and sociology may each in turn usurp the territory of the other. Just as the scientist claims that there is no subject of geography because his field includes all the elements, so the political economists and political scientists claim that there is no distinct subject of sociology. And so there is a perpetual warfare among thinkers everywhere over disputed territory.

The source of this confusion is the same in all cases, and the manner of drawing boundary lines is the same in all; and it is the method used by the writer in the foregoing article.

I suppose if we should go back to the real cause of the confusion, we should find it, in last analysis, to be a form of materialism—that which regards all studies as objective and fixed things, instead of forms and phases of spiritual life. Looking out over the earth the scientist readily discerns that he treats all of the parts which it is possible for the geographer to treat, and hence has said that there is no geography because he has preempted the territory. If the geographer should give up the earth to the scientist and come over to the side of man for standing ground, the historian and political and social scientist claim all that territory usually called political geography. They have sliced it up among themselves and will permit no intrusion. And so everywhere; the confusion arises from looking out on the subject matter and regarding it as a fixed quantity in space, parted off into distinct quarter-sections, to which may be secured a deed with an abstract of title up to date.

As opposed to this materialistic view is that view which considers subjects as mental processes; and which requires as many subjects as the mind has ways of viewing things—relating things. This view coming in conflict with the other causes the ferment and confusion spoken of. Any subject matter is plastic to the mind's purposes, and the same fact may become a part of any subject to serve the interests of the

mind in its processes of thought. In the realm of thought no territory can be preempted; and any territory belongs to the thinker who has a new view for it.

For instance, if the subject matter should be the expression, *go*, it is a word if viewed in relation to the idea which it expresses; it is a sentence when viewed in relation to the thought which it expresses—when viewed in relation to the three elements of the thought; and it is a discourse when viewed in its relation to its effect on some mind to which it is addressed. The dictionary, grammar and the rhetoric each claims it in turn as the mind views it in different relations. The spelling book cannot claim words as its exclusive field; for grammar and rhetoric both have claims upon them. Neither can grammar refuse to rhetoric the privilege of considering sentences. President Cleveland is President, father, husband, Democrat and many other things at the same time and without contradiction. If one discussing the family relation should desire to use Cleveland for that purpose, the politician could have no objection. The historian will record him as one of the presidents, without permission from the anthropologist and zoologist. One cannot tell on seeing a man squatted and gazing at a frog intently what subject the man is studying or the frog either. It is most likely psychology; but it may be theology, or esthetics. It matters not to the frog; he is ready for anything, and no thinker in any sphere can complete his universe without this same frog, for he traverses the whole realm of thought from the knee-jerk psychology to the philosophy of theism; sure enough by his own peculiar method of locomotion, "but he gets there all the same."

Now the same fact, as the writer shows, may be purely scientific when faced one way; but when faced in another way it becomes geographical. And the way a fact must be faced to become geographical is toward the "home of man." A river may be viewed as a purely geological fact; but it becomes a geographical fact when it is considered as a factor in man's physical life and civilization. Railroads belong to the subject of mechanical engineering, in themselves considered; but become geographical when taken as a part of the earth to condition man's physical prosperity,

to make it a good home, better than Jupiter or some other planet on which he might else be disposed to cast his lot.

A law, such as that regulating the sale of intoxicants seems at first to be purely a matter of government; but when viewed as determining the use man makes of the earth it takes a geographical aspect. What ever shows man and the earth in the co-operative relation for man's physical prosperity and freedom is geographical. Whether, therefore, there is or is not a distinct subject called geography depends on whether there is organization of the subject matter, no matter whether or not it is used in other subjects, into a distinct relation which the interest of life and thought require.

But all this is not simply a question of drawing the boundary line about geography and maintaining its independence, it is the secret to teaching the subject. By it one selects and organizes the material. It insures progress, definiteness, thoroughness, and organization to the work. For instance, the teacher knows whether to bring the form of the earth into the subject of geography, and just what to do with it when brought in. Whatever the pupil can not relate to this one end, at a given time, must be omitted; and whatever can be shown to have a prominent influence on man's life through the use of the earth must be included and given its distinct relation.

THE SCHOOL ROOM.

Conducted by GEO. F. BASS.

A GEOGRAPHY LESSON.

PURPOSE.—To teach the general distribution of heat over the surface of the earth.

Teacher.—What is the shape of the earth?

First Pupil.—Our teacher told us when we were reading "Seven Little Sisters" that it is round like a ball and that it floats in the air, but to me it *looks* flat.

Teacher.—So you think it is not round because it *looks* flat.

Pupil.—No, sir. I think it must be round, for our teacher and the lady who wrote "Seven Little Sisters" said that it is. But I don't see why it looks flat.

Now while these pupils were supposed to know the shape of the earth from former teaching, and while this teacher wished to use this fact to help him to teach the general distribution of heat over the surface of the earth, yet it is his duty, we think, to help this pupil a little on this point. Of course, he can reach the immediate aim of this particular lesson by telling the pupil that he is right in his belief about the shape of the earth—it *is* round. But the higher aim—the remote aim cannot be reached in this way. We *say* the great aim is "character building." This pupil needs to be led to see that many things may seem different from what they really are. He needs to look on many sides of all questions. If everybody would do this, how many "misunderstandings" would be prevented and how much happier the world would be! We do not know whether this teacher thought of all this at the time or not. We *do* know that he is full of philosophy, of the kind, too, that "*will* bake bread;" being full of it, he is unconsciously (seemingly) guided by it. He did a very simple thing just here. You or I could have done it, if we had thought of it.

With a crayon he drew as large a circle as could be drawn on the black-board in front of the class. "This figure that I have drawn is round is it not?" "Yes, sir," said the pupil. "Look at every part of the line and see if it is curved," and he with the crayon made a cross just near a certain part and asked the pupil if he were quite sure that this inch looks curved. "Yes, sir," said the pupil, "I know it is curved for it is part of the circumference of that large circle you drew." The teacher then quietly erased all except that particular inch. "Now, does it look curved?" said he. "No, sir," said the pupil, "but I know it is because it is a *part* of the circle you drew. It must be round." "Do you see then why the surface of the earth may look flat and yet be round or curved?" "I think I do," said the pupil. "I think it is because we see so little of it at once." "Yes, you are right," said the teacher. Just at this point another pupil remarked that this reminded her of a line in a little poem that the teacher taught last year. "Yes," said the teacher, "what is it?" "Things are not what they seem," said the little girl.

The teacher said "No not always." He then said what he might have said without this illustration.

"Now, let us think of the earth as a round ball." He will need this point to reach the immediate purpose of the lesson. It cannot be omitted. The pupils will need to have some idea of its size too. It has been said that no one *can* have an adequate picture of the size of the earth. Whether this be true or not, we are certain that we can get the children to think of it as a very, *very* large ball—larger than any they ever saw.

The teacher said, "How large is this ball?"

Pupil.—It must be "pretty" big for we live upon it, and there are a great many towns upon it. Some of them are very far from this town. My papa went to San Francisco and it took five days and four nights for him to go there on the cars. So it must be "awful" large."—"Very," suggested the teacher. "*Very* large," said the pupil.

Teacher.—Yes, and it is about ten times that far around this big ball upon which we live." At this the pupils seemed wonder struck. Every one was "making big eyes." One with a mathematical tendency said, "If we had a railroad all the way around it would take fifty days and nights to go around the earth.

Teacher.—Yes, that is right.

Pupil.—I saw a woman who went around the earth. She talked to us for an hour or two about her trip.

Teacher.—How long did it take her to go round?

Pupil.—I think it was about 73 days, but she had to go a great part of the way by water, and that is why it took her more than fifty days.

The teacher has now recalled vividly the form and size of the earth, but there is still more knowledge that he wishes to recall.

Teacher.—What gives us light and heat?

Pupil.—The sun gives us light and heat.

Teacher.—How much of the earth does the sun shine on at once? P.—One half of it.

Teacher.—Does it shine on the same half all the time?

Pupil.—No, sir. Because, you know, it gets dark and then the sun has gone around on the other side.

These pupils have taken many things as they *seem*. They must of necessity do so since they are in that stage of development. To them the sun *rises*, really, and *sets*. It moves across the heavens during the day. It sets and then it "gets dark." These pupils have made a close study of the *seeming* actions of the sun, led in their study by the artful questions of former teachers. They know that it rises farther north in summer and farther south in winter. They do not understand these phenomena. They do know some of the effects but they do not *understand* them. It is the business of this teacher to put a deeper meaning into what they already know and at the same time give them some new knowledge and above all and with all to build into the spiritual life of the pupils.—But just now we are reminded of the amount of space the complete report of this whole lesson would occupy. We must give the remainder at another time. While we do not think it perfect, we think it suggestive and worthy of study.

ONE HUNDRED PER CENT.

We often hear pupils say "We let 100 per cent. equal cost." We do not mean this. 100 per cent. is not a symbol as "x" is in algebra. What we really mean is that we are to take the cost as a measure for the other numbers involved, and that we are to think of it as divided into 100 equal parts. The pupil does not usually think this when he says "100 per cent. equals the cost." Ask him "A hundred per cent. of *what* equals the cost?" and he will probably say "Just a hundred per cent." or he may say that 100 per cent. of the cost equals the cost. This is, of course, equivalent to saying that the cost is equal the cost. It is no better to say that $\frac{1}{4}$ equals the cost. When we say this we simply mean that we are to think of the cost as divided into four equal parts. Why not have the pupil *say* what he means until the shorter form will carry with it the proper meaning?

"I sold my horse for \$125 and gained 25 per cent.. What did he cost?" The gain is measured by the cost. Since he gained a *per cent.* of the cost, we must think of the cost as divided into one hundred equal parts. His gain was 25 of

these parts so \$125 is 125 of these parts or 125 per cent. of the cost. One per cent. of the cost is $\frac{1}{125}$ of \$125 or one dollar. Then the cost is 100 times \$1 which are \$100.

"But how shall the pupil express this?" asks some one. Any way that expresses the truth. It need not express all the truth but all that the plan does express should be true.

$$\begin{array}{l} \$125 = 125\% \text{ of the cost.} \\ \$125 \div 125 = \$1, 1\% \quad " \quad " \quad " \\ \$1 \times 100 = \$100, 100\% \quad " \quad " \quad " \end{array}$$

This is one very simple way.

EDITORIAL.

THE new law that requires the teaching of the effects of alcohol and narcotics on the system, also requires the examination of teachers on the subject. The law is general and says that "all teachers" must be examined. This, of course, includes those who now hold licenses—even state licenses.

PLEASE do not wait till your JOURNAL is mailed to your old address and then ask to have it re-mailed to your new address. Either order the change in time or write and have the JOURNAL forwarded. We gladly change addresses and would be willing to re-mail, but do not always have extra copies of the JOURNAL.

It has been well said that, "teachers should remember that they are responsible, in a large degree for the health of the children. The temperature of the room, the ventilation, the drafts, the light as affecting the eyes, are all matters that vitally affect the children, and are largely under the control of the teacher. This is responsibility that cannot be shirked "

FORT WAYNE is again in the lead. At the last school enumeration it made a gain in the number of school children enumerated while Terre Haute did not quite hold its own. This gave Fort Wayne the majority and so Dr. Irwin goes back on the State Board of Education instead of Mr. Wiley who has been serving. Ft. Wayne has generally been in the lead, but twice in recent years Terre Haute has come to the front and thus secured representation on the State Board of Education. It will be remembered that the law makes the superintendents of the three cities having the largest school enumeration, members of the State Board.

DR PAUW UNIVERSITY seems to be in a little trouble just now. Owing to a difference in judgment between Dr. John and some members of the board of trustees, there has been some friction and as a result, Dr. John has tendered his resignation which has been accepted. Dr. John

entered the University in 1882 as professor of mathematics. In 1885, he was made vice-president and in 1889 he became president. He is one of the ablest educational men in the state and it will not be easy for the trustees to fill his place. It is to be hoped that the differences may be adjusted and Dr. John be induced to remain.

THE following from the president of the Tri-State Normal at Angola is very similar to a letter recently received from a city superintendent. "For the last month nearly every mail has brought from one to three letters saying that a certain Teachers' Agency had notified the writer that we are expecting to engage a teacher of Elocution. Now the facts are we want no such teacher. The said Agency has no authority from us to say any such thing. Can you suggest any way by which colleges and boards of education can avoid such dogging by these Agencies?" We cannot believe that any agency in good standing would pursue the course indicated. If persons thus annoyed will send to the JOURNAL the name of the offending agency an investigation will be made as to its standing.

"SHALL the teacher be hired to take an educational journal? There are those, we have been told, who offer a dollar book with a dollar paper all for one dollar. This looks well, but there is a defect somewhere. Both paper and book are together worth a dollar; it is a fifty-cent paper and a fifty-cent book. Besides, all publishers pay agents a commission. The subscriber gets a book and the paper for one dollar and an agent's commission comes off besides! No wonder the educational paper suspends! The conclusion is that the giving of books to subscribers is a practice that should not be followed."

We clip the above from the N. Y. School Journal. It is a true statement. No cheap paper has ever survived for many years. A good paper is always worth the price asked.

THE NORTH MANCHESTER SCHEME.

We have before us a long statement in regard to the now exploded million dollar scheme to found a university at North Manchester, written by one who was on the ground from the beginning. It is the opinion of the author that Kriebel was a "fraud," and that there never was a person who even talked of giving a million dollars. It should be remembered that there was a college already located there under the auspices of the United Brethren church and that Kriebel induced the trustees to make him president and give him control in case he would bring to them the million dollars.

The explosion and exposure have almost ruined the school and its old friends have abandoned it.

The college building is a good one and it is beautifully located in a spacious campus. The interested citizens have bought an adjoining tract of land which is to be sold out in lots and a bonus of \$20,000 is to be given the Dunkards who have agreed to take it and sustain a college there.

RIGHTS OF PUPILS AFTER GRADUATION FROM THE DISTRICT SCHOOLS.

On page 154 of the new school law is the following:—"When a pupil has graduated from the common school course, he is entitled to be taught the higher branches thereafter. If he cannot be accommodated in the district schools by vote of school meeting, as provided in section 4499, the trustee must furnish the necessary educational advantages elsewhere. The fact that he passed the requisite examination precludes the trustee from questioning his ability to profitably pursue the higher branches.

REMINDERS AND "DUNS."

We have before us a letter complaining because the JOURNAL occasionally contains a paragraph reminding persons who are still in arrears that payment is now due. The writer insists that those who do pay ought not to be annoyed by such statements and that persons should be notified by private correspondence.

We have before us another letter from a person to whom a "reminder" was sent and he complains because he is "*dunned*." We regret exceedingly the necessity for printing reminders or sending them privately. In order to avoid offending our patrons who pay at the time agreed upon, we have, since January, given more than a month's hard work and spent more than \$25 in postage stamps and we are still unhappy.

Will not these *lardy ones* please come to our rescue

We are glad to say that complaining letters however are not frequent. Most persons appreciate the situation and give us credit for candor and good intentions, even when we make a mistake, as we sometimes do.

IS THE COUNTY SUPERINTENDENCY LAW CONSTITUTIONAL?

The above is the paramount school question at this time. There is no doubt but that the title to the law is defective. It proposes to amend a section of the law that had once before been amended out of existence. Had it stopped here the blunder would have been fatal without a doubt, but it goes on and names later sections of the law and declares the intention of the act. While there is room for difference of opinion, the preponderance of legal evidence that comes to the JOURNAL is in favor of the constitutionality of the law.

So far as can be learned before going to press, a large number, possibly three fourths of the counties, will elect superintendents the first Monday in June, under the old law. This means many lawsuits. If the cases are appealed to the Supreme Court, as they are likely to be, the chances are that a final decision cannot be reached inside of two years, when it will be too late to affect the present incumbents. All this trouble and expense might have been saved had the legisla-

ture taken the advice of the educational people of the state. Every educational interest demanded that the election be postponed one year and then that the superintendent be elected for four years instead of two. This would have given the incoming trustees time to become acquainted with the needs of the schools and with the teachers and superintendents and thus qualified them to make an intelligent choice. Furthermore, were the superintendent elected for four years instead of two, his term of office would extend beyond the close of the trustee's term and thus make him in a way independent of them, which should be the case. When the county superintendent's term was fixed at two years the trustee held but two years. Now that trustees hold four years, there is every argument from an educational standpoint why the superintendent should be elected for four years and be elected one year after the new set of trustees come into office.

THE DENVER MEETING.

There is nothing new to be said about the National Educational Association, but it may not be amiss to re-state some facts.

The Council meets July 5, but the Association proper does not open till July 9 and closes July 12. D. K. Goss of the state committee went to Denver and engaged headquarters for Indiana at the Windsor Hotel. The rate is \$3 a day, only two to be put in a room. To secure these rooms address Mr Goss at Indianapolis. For cheaper rates see announcements on another page of persons and railroads that propose taking parties. For still cheaper rates at private houses and boarding houses address Hon. Fred Dick, at Denver. Do not fail to secure lodging places before leaving home. There will doubtless be a large crowd there and it will save trouble and annoyance to engage places in advance.

The Official Bulletin containing all needed information in regard to hotels, excursions, program, etc. can be had by addressing J. C. Dana, Denver.

Much useful information can be gained by reading the announcements on another page by the different railroads.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN APRIL.

PHYSIOLOGY.—1. Describe the skin and its various local modifications, and give the functions of each.

2. What are the special senses and what are the chief features of the organs of these senses?

UNITED STATES HISTORY.—1. Write a brief sketch of the founding, growth and present condition of Harvard University.

2. Write a short character sketch of Peter Stuyvesant.

3. Picture, as clearly as you are able, the condition of the country at the close of the Revolution. Had it anything to do with the hastening of the formation of the Constitution? Give your reasons.

4. State causes for the panic of '37. The panic of '57. That of '73.

5. What President was impeached, and why?

6. Relate the circumstances that led to the appointment of the "Electoral Commission." What was the result of its conferences?

ENGLISH GRAMMAR.—1. What do you consider the prevailing defects in teaching English Grammar?

2. What parts of speech may introduce dependent clauses? Illustrate by sentences.

3. Correct if necessary, with reasons:

(a) I only recited once yesterday.

(b) A butterfly, which thought himself an accomplished traveler, happened to alight on a bee-hive.

(c) I expected to have come yesterday.

4. Write sentences illustrating all the different substantive uses which a clause may have in a sentence.

5. Write a sentence illustrating the uses of the infinitive, and designate.

6. Give the past tense and perfect participle of the following verbs: Sew, sow, lay, flee, fly.

7. Write a sentence containing an adjective clause in the subject and an appositive modifier in the predicate.

8. Give the construction of the italicized expressions:

(a) Pleasantly rose, *next morn*, the *sun* on the village of Grand Pre.

(b) All our knowledge is *ourselves* to know.

9. Which of the pronouns indicate, by their form, the gender of their antecedents. Give examples in sentences.

10. "Behold," said the streamlet, "to nourish this beauty is the end and aim of my life." Analyze by some simple form of diagram.

RUSKIN'S ESSAYS.—1. What does the author mean by "Athena in the Earth?"

10

2. Discuss the flower and the bird, as an expression of Athena. 20

3. How do the myths of the bird and the serpent reveal the state of morals of the people who invented them? 20

4. "The groves were God's first temples." Discuss. 20

5. Show how the spirit of Athena is manifested in the division of plants into groups and orders. 20

6. What does Ruskin say concerning the materialistic view of life? 10

SCIENCE OF EDUCATION —1. Define fancy, phantasy, imagination, proper.

2. Which of the above forms of activity are chiefly called into exercise in studying history and geography?

3. What is the educational value of music in the public schools.

4. On what grounds would you have drawing taught?
5. What, in your opinion should be the general character of the opening exercises in the grades?
6. What is meant by physiological psychology?
7. What is the significance of the general and systematic child study of this time?

GEOGRAPHY.—1. Can a correct flat map of the earth be made? Why?

2. Name in order the countries or states through which the parallel of 40° north latitude passes?
3. Where would you look for the best descriptions of any part of the earth's surface?
4. What are mountain passes and peaks? How have they been formed?
5. What do we know about the interior of the earth? How do we know it?
6. Describe and account for the trade winds.
7. What are the causes of the commercial prosperity of St. Louis, New Orleans, Minneapolis, Buffalo, Boston, Philadelphia, Baltimore, Charleston, San Francisco, Portland, (Oregon)?
8. What is the present political position of the Turkish Empire among the powers of Europe?
9. Describe three large rivers which flow from the Alps mountains, and name and locate the principal cities in each.
10. Draw a map of some township, district, neighborhood or town with which you are familiar from personal observation.

(Answer No. 10 and seven others.)

ARITHMETIC.—1. What price can be paid for 6% bonds so that the investment may yield 6%?

2. Show that the L. C. M. of two numbers equals the product of the numbers divided by their G. C. D.
3. If 12 men mow 25 acres of grass in 2 days of $10\frac{1}{2}$ hours each, how many hours a day must 14 men work to mow 80 acres in 6 days.
4. What is 125% of $\frac{1}{8}$? 12 is what per cent. of $\frac{1}{3}$? $\frac{3}{4}$ is 2% of what number?
5. Explain, as you would to a pupil, how to reduce 12 hrs. 4 min. 3 sec. to seconds.
6. A commission merchant receives \$300 with which to buy coffee, after deducting his commission of $4\frac{1}{2}\%$ what amount did he spend for coffee?
7. A kilogram of butter is worth 25 cents; how much are 5 hectograms worth?
8. How much water must be mixed with 80 gallons of wine, at \$1.25 to reduce the value to 75 cents a gallon?

READING.— “Then none was for a party;
Then all were for the State;
Then the great man helped the poor,

Aud the poor man loved the great;
 Then lands were fairly portioned;
 Then spoils were fairly sold;
 The Romans were like brothers,
 In the brave days of old."—*Macaulay's Horatius*.

1. Why is the word then repeated so often in this stanzas? 10
2. What lessons would you teach your pupils from this selection? 10
3. Write a short sketch of Macaulay. 10
4. What event does the poem from which this stanza is taken celebrate? 10
5. A pupil once said to his teacher, who was a good reader: "I get more meaning out of a lesson by hearing you read it than I do by reading it myself." Under what conditions could this state of affairs have existed? 30
6. Let the Superintendent read a short selection to all of the candidates, and then give them a limited time in which to write an analysis of the same. 30

ANSWERS TO PRECEDING QUESTIONS.

ARITHMETIC.—1. \$100 for a share of \$100.

2. The L. C. M. of two numbers must be the product of every different factor of the numbers taken once. Each common factor of the two numbers occurs twice in the complete list. Omitting one number of each pair of like numbers, omits just enough to give the G. C. D. when united into a product.

3. Answer, $9\frac{3}{4}$ hrs.

4. (a) $\frac{1}{4}$; (b) 3,600 per cent.; (c) $37\frac{1}{2}$.

5. 12 hrs.=12 times 60 minutes=12 times 60 times 60 seconds=43,200 seconds; 4 min.=4 times 60 sec.=240 sec.; 43,200 seconds+240 seconds+3 sec.=43,443 seconds.

6. $300 \div 1.045 = 287.08+$; answer \$287.08+.

7. 1 kilogram=10 hektograms, worth 25 cents; hence, 5 hektograms are worth $12\frac{1}{2}$ cents.

8. Answer, $53\frac{1}{3}$ gallons.

GRAMMAR.—1. (a) Not letting the thought be the basis from which all the details should be worked out. (b) Paying too much attention to the curious and intricate. (c) Neglect of synthetic work—building up the sentence, paragraph, etc.

2. (a) The *relative pronoun*; as "He *who* works wins." (b) The *conjunctive adverb*; as, "I will go *when* he returns." (c) The *subordinate conjunction*; as, "We eat *that* we may live."

3. (a) "I recited only once yesterday." Place the adverb as close as possible to the word it modifies. (b) Change "himself" to *itself*; pronouns representing the same antecedent should agree in gender, etc. (c) Change "to have come" to *to come*; when the infinitive refers to a time coincident with, or after that of the principal verb, the present (simple form) should be used.

4. It may be used as a subjective nominative, a predicate nominative; an appositive nominative; a direct object; a prepositional object; etc. (See any good grammar.)

5. (See grammar.)

7. The stranger who arrived this morning sent the report that the pilot was drowned.

8. (a) "Next," an adjective limiting "morn."

(b) "Morn," a noun, the object of "on" understood.

(c) "sun," the subject of "rose."

(d) "ourselves," the object of "to know."

9. He, his, him, she, her, it (See grammar.)

10. Principal proposition—"The streamlet said;" the remainder is the object of "said" and is a subordinate clause, of which "to nourish this beauty" is the subject, and "is—end and aim" is the predicate. "Behold" is an interjection. ("Behold" may be called a verb in the imperative mood.)

SCIENCE OF EDUCATION.—1. *Fancy* is the power or act of forming pleasing, graceful, whimsical or odd mental images, or of combining them with little regard to rational processes of construction. *Phantasy* is a fantastic idea or mental image; an irregular or whimsical fancy. *Imagination* is that act or power of imagining or of re-imagining objects of perception or thought.

2. Imagination is the one chiefly called into exercise in studying history and geography.

3. The tendency of music is to quiet the mind, to relieve it of cares, wandering thoughts, etc., thereby bringing it into a condition by which it will be enabled to concentrate its energies to a good advantage. The sentiment embodied in the words is wholesome; the words, the melody, in direct opposition to evil. Hence all that pertains to music in the schools is uplifting, is in a direction that points to a higher life.

4. Drawing should be taught to train both the hand and the brain. By it the hand may be made skillful in movement and the brain accurate in observation and judgment. It never fails to be of very great aid in improving the penmanship; and it is fast becoming almost a necessity in nearly all the vocations in life.

5. Whatever else there may be, there should be read a lesson from the Bible, and there should be sung a sacred song. A lesson concerning some incident, good or evil, if handled well and impressively is of great value; there could scarcely be any better means of inculcating some ethical truth, some principle of life. Aside from the essentials first mentioned, there may be a lesson drawn from some saying or quotation from the writings of some great author.

6. By physiological psychology is meant the science of the phenomena of human consciousness in their relations to the processes and laws of the nervous system.

7. Many thoughtful minds are becoming intensely impressed with the truth that the activities and impressions of childhood influence in

a marked way all the rest of life; that the inculcation of right thinking and acting, if permanent good is to be attained, must be brought about in the formative period; that, in this period, the training in good habits and the presence of wholesome environment can win against evil inherited tendencies.

The ways of the world are becoming more and more contaminated with influences that tend to destroy the best and noblest attributes of life. Let us hope that the coming result of child-study—a most careful, wise, and systematic training of the child—will in the end, produce a generation superior to that of the present. We believe that it will.

READING.—1. Especially to impress the reader in regard to that particular period of time; and to call attention to its superiority over the present.

2. Lessons of brotherly love; of the slavishness of partyism, and of the freedom of independence; and of the duty and nobleness of patriotism.

3. Thomas Babbington Macaulay was the most attractive and one of the most learned and eloquent of the essayists and critics of the age. He was educated at the University of Cambridge, England where he took his degree in 1822. Though a great poet, his prose writings are still more meritorious. He was distinguished in politics, as an orator in parliament, and as an able officer in the Supreme Council in Calcutta, India. He was born in 1800 and died in 1859.

4. The legend of Horatius, a Roman, who, with two others, kept an army at bay in a narrow pass until the bridge could be cut down. His companions crossed the bridge back home before it fell, but Horatius was delayed, thereby being compelled to jump into the river and swim to his friends.

5. It possibly could have existed under conditions free from criticism. Yet we infer that the querist has in mind those conditions in which the teacher gets the chief benefit from the lesson by reading too much himself, and by not leading the pupils to work out by themselves the oral expression of the form through the meaning of the content. These are serious evils and are met with not unfrequently.

U. S. HISTORY.—1. John Harvard, at his death, left to the school at Cambridge, Mass., his library and half his fortune; it was placed under the supervision of a board of overseers, composed of magistrates and the ministers of six neighboring churches.

For sixty years the institution was little less than a training school for ministers, managed as a theological seminary, having religion, of a more or less well-defined type, as its basis and chief object. At several periods of its existence, embarrassments were many and serious. Near the Revolution an attempt was made to organize the instruction into a system by establishing departments or courses. (See Boone's Education and Catalogue of Harvard University.) At present it stands first among American Universities.

2. Peter Stuyvesant was brave and possessed good judgment, yet he was often self-willed and violent in temper. For his obstinacy he was sometimes called "Hard-headed Peter."

3. The nation, as such, was penniless and loaded with debt; its armies were unpaid, and there was no general government. The Articles of Confederation had proved too weak. No one knew whether we were to be one nation or thirteen separate ones. At last the general feeling that something should be done to put matters in better shape for the preservation of honor and peace, for the regulation of commerce, and for the common defense prompted the calling together of a constitutional convention.

4. The chief cause of the panic of 1837 was the issuing, by President Jackson, of the famous Specie Circular, requiring all payments for public lands to be made in coin. The money market was already in an excited condition through the evils of wild speculations in land and through our unsound banking system. The Specie Circular hastened the crisis and brought about the worst commercial crash the country has ever known.

The chief cause of the panic of 1857 was the failure of the Ohio Life and Trust Company, which had borrowed largely on call in New York, and had loaned the funds where they were not immediately available. As the credit of this institution had been very high, its failure shook public confidence, and involved many corporations and individuals in serious loss. At the same time a fraud of \$70,000 was unearthed in a New York bank which circumstance increased the excitement and distrust. Banks were forced to suspend specie payment and commercial embarrassments spread all over the country. At last the necessities of the times forced parties to business transactions to receive notes of solvent banks, and a feeling of relief began which gradually worked its way throughout all business circles.

One cause of the panic of 1873 was the scarcity of gold caused by shipments of it to Europe to pay for the balance of trade against us. Another cause was the failure of Jay Cooke & Co., of New York City. Another was to be found in the excessive amount of speculation caused by the "fever" of railroad building that seemed to possess the country.

5. President Johnson was impeached for violating the "Tenure of Office Bill" a law passed over the president's veto. He undertook to remove the Secretary of War, Edwin Stanton.

6. The result of the presidential election of 1876 depended upon the returns from Oregon, South Carolina, Florida and Louisiana, which if counted Republican would give Hayes 185 and Tilden 184 electoral votes. The difficulties were such that Congress appointed an "Electoral Commission," consisting of five senators, five representatives and five judges of the Supreme Court. The result of its conference was that every disputed return was decided in favor of the Republicans by a strict party vote of eight to seven.

RUSKIN'S ESSAYS.—It is the entering of the forces of the air into the earth, with its waters, so as to be the apparent cause of their ascending into life. (See Ruskin, pages 279, 280, 363, 364.)

2. The plant has within it a Spirit—a power of gathering dead matter out of the wreck around it and shaping it into its own chosen shape, which becomes invested with lovely outlines and brilliant colors, the flower part being developed at the moment of the plant's intensest life.

The bird is "little more than a drift of air brought into form by plumes; into its throat is the voice of the air; upon the plumes are put the colors of the air, etc. (See pages 336, 337, 338, 339.)

3. Because both of them have "an especial relation to the kind of remorse for sin; or grief in fate, of which the national minds that spoke by them had been capable." (See pages 344, 345.)

4. That before human hand constructed a place for the worship of God—a church—or, if you please, a temple, people met in the groves and held divine service. And the groves themselves were beheld and beloved with a half-worshipping delight. (See § 73, page 345); (See also page 280.)

5. (See § 79, page 349)

6. That such a view is unworthy of us; that we should see in the changing forms of all the different materials the working of unseen powers grand and mysterious, positive and everlasting. Mere materialism, he says, is base. We should remember that there is a power which gives capacities of shape or of feeling; that we have power to increase our will or to destroy it; that a spirit or force is manifest throughout all the grades of created things; that "every true light of science, every mercifully-granted power, every wisely restricted thought, teach us more clearly day by day, that in the heavens above, and the earth beneath, there is one continued and omnipresent presence of help.

GEOGRAPHY.—It can not, because the surface of a sphere can not be developed.

3. In accounts of government surveys.

4. Peaks are the uppermost parts of mountains; passes are transverse valleys or highways leading through the mountain range. They have been formed by nature, in some of her mighty convulsions.

5. We know that the interior of the earth is an intensely heated mass, because, after the first hundred feet, the temperature increases one degree for every fifty or sixty feet of descent; the condition of the interior is also inferred from the eruptions of volcanoes, and from geysers.

6. (See page 38, Ind. Complete Geography.)

7. The commercial prosperity of a place usually depends upon some of the following conditions: (1.) The richness of the soil of the surrounding country. (2.) The climate. (3.) The location as regards some general line or route of trade. (4.) Its nearness to harbor

facilities and water-ways. (5.) The intelligence and industry of its people.

8. Turkey is an absolute monarchy and is not subject to any other power. For a hundred years, however, misrule in her government affairs, and, now and then, the slaughter of Christians within her borders, have gradually brought her under the searching and determined gaze of all the civilized world, to which she has more than once promised that the atrocities should cease. The late slaughter of the Armenians has brought upon her bitter words of condemnation and revenge. The civilized world has lost confidence in her promises and feels that the time has come when Turkey must give absolute security that these wholesale murders shall cease.

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us, by June 18. Be prompt.]

PROBLEMS.—72. It is required to divide a given line m into two segments so that the rectangle contained by one segment and another given line n shall be equal to the square on the other segment. (J. C. Gregg, superintendent schools, Brazil, Ind.)

73. A merchant starts with a certain capital. Each year he gains 50 per cent. on the capital he had at the beginning of the year, and spends \$300; at the end of three years his original capital is trebled. What was his original capital? (Bloomer E. Myers, Cornettsville, Indiana.)

74. I invest a certain sum in the 4 per cents. at $102\frac{1}{4}$ and after receiving a half-year's dividend I sell out at $105\frac{3}{8}$, gaining thereby \$1036 in all; what sum did I invest, brokerage $\frac{1}{4}$ in each transaction?

75. (Indiana Complete Arithmetic, page 338, problem 133.) Divide \$121 among 4 boys so that A will have \$3 to B's \$4; B will have \$5 to C's \$6; and C will have \$7 to D's \$8. (A teacher, Hartsville, Indiana.)

76. A man has two horses, and a saddle worth \$15; if he puts the saddle on the first horse, it will be worth $\frac{3}{8}$ as much as the second; but if he puts the saddle on the second horse, it will be worth $1\frac{1}{8}$ times as much as the first: what is the value of each horse? (W. H. Downey, Buffalo, Ind.)

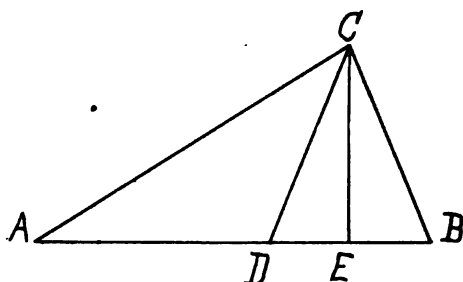
SOLUTIONS.—66. The algebraic solution generalized gives the following rule, when the height of the tree and the distance the top is to be from the foot of the stump are given: Rule. Divide the difference of their squares by twice the height of the tree. Thus, $(120^2 - 60^2) \div 240 = 45$.

67. Suppose a merchant invests at the beginning of a year \$1000. He buys goods which he sells for money, which he re-invests for goods to be sold, etc., thus investing several times during the year. At the close of the year he finds that he has \$1600. He has gained

60 per cent., although he has made several different per cents in his different investments. This question is to be similarly considered; hence 12 per cent. is the correct answer. There is nothing consistent in getting two per cents. based upon different bases, and then adding them. The man began business with \$40 and closed with \$44.80, thereby realizing \$4.80 on an investment of \$40, or 12 per cent.

68. (Deferred until July number.)

69.



$$ACB = 180^\circ - A - B;$$

$$BCD = 90^\circ - \frac{1}{2}A - \frac{1}{2}B;$$

$$BCE = 90^\circ - B;$$

$$\text{Therefore, } BCD - BCE =$$

$$\frac{1}{2}B - \frac{1}{2}A, = \frac{1}{2}(B - A).$$

70. (Deferred until July number.) This is to be solved by algebra. Two persons have sent us very neat solutions by inspection, aided by factoring.

71. $2645 + (114\frac{3}{4} + \frac{1}{4}) = 23$; 23 shares at \$5 = \$115, income; 23 shares at $(125\frac{1}{4} - \frac{1}{4}) = 2875$; $2875 + (93\frac{3}{8} + \frac{1}{8}) = 30\frac{3}{8}$; $30\frac{3}{8}$ shares at \$3 = \$92; $115 - \$92 = \23 , answer.

William Parkison, of Rensselaer, sends a solution to No. 39, which we defer until we can give it proper attention.

In problem 64, some regarded the given investments as being the amounts A and B began with; others interpreted them as the investments they closed with. By the first interpretation, the answers are, A's share, \$2624.36, B's share, \$7375.64.

Robt. A. Stewart of Winamac, Ind., wishes to know whether or not he can state that the 3rd of October, 1582 was on Sunday. He also wishes to know if there is any money to be made in discovering new methods of solving certain problems. We reply that there is no demand for such discoveries. His method of solving problems similar to No. 66 is not new, nor is it so simple as the solution given above.

GRAMMAR.—Claby O. Self, of Lewis, Indiana, objects very strongly to calling "before" a conjunctive adverb in the sentence, "He arrived before we left." The authorities against him are Gould Brown, Kerl, the "Standard Dictionary," The Indiana Grammar, and a host of others. One author, Butler, calls it a preposition, having the clause "we left" for its object; this agrees with Mr. Self.

HISTORY.—The points in history are for practical use in classes. In regard to those in the May JOURNAL, (and in future numbers) we suggest that when the exact time, place, purpose, etc., of a point can not

be given, the student may do some *good thinking* by fitting it at a period of our history when it would have been pertinent, possible, or probable. For example, in regard to (e), page 312, May JOURNAL, let the student *think out* about whom this might have been said, and on what kind of an occasion. What conditions gave rise to the expression of (a) or (b). Who said (d)? etc. Numbering the historial queries (instead of lettering them) we add:

6. Who was the statesman, "whose fidelity to the constitution of his country, lost him the confidence of New England"? How?

7. "Reasoning from analogy, we should have supposed that the soil of New England would have been the scene of the wildest experiments in government, and that the land would have been like the land of Israel in those days when there was no king, and every man did that which was right in his own eyes." Explain the *analogy* that is meant.

8. "Under this doctrine, carried to its logical results, no more free states could ever be added to the Union." What *doctrine*?

CREDITS.—64, Irvin Bryant, Arcadia. 66, J. A. Stoneking, Bloomington; Thomas P. Littlepage, Terre Haute; John M. Davis, Quercus Grove; C. R. Perin, Connersville; O. M. Shekell, Alton; F. L. Cowger, Battle Ground; Michael L. Kappes, Kelso. 66, 67, Claby O. Self, Lewis; W. H. Downey, Buffalo; M. B. Wishard, Rensselaer; S. C., Dover (Kelso P. O.) 67, Mabel A. Johnson, Sparta; Geo. Godwin, Orangeville; Minnie Carnahan, Washington; W. C. Hosman, Akron; J. S. George, Westchester; Wm. L. Benson, Kokomo. 69, Beulah Cowgill, North Manchester; Wm. Parkison, Rensselaer. 67, 69, D. F. Adams, De Pauw. 71, Claude Batdorf, Andersonville. 70, (by inspection, etc.,) Edna E. Whisennaud, Ellettsville; Michael L. Kappes, Kelso. 64, 66, 71, Glen McDonald, Dice. 64, 66, 67, J. S. Slabaugh, Plevna; 66, 67, 68, R. H. Carter, Washington (Ohio.) 66, 67, 71, Alton Blunk, Crovan Center. 67, 71, Albert Whisler, Arcadia; 66, 67, 69, 71, Ethelbert Woodburn, Lochiel. 66, 64, 67, 68, 69, 71, Nettie T. Northcott, Anderson.

MISCELLANY.

EARLHAM COLLEGE will hold its commencement June 12.

THE Warsaw high school enrolls 140 and has 20 graduates.

BUTLER COLLEGE will hold its fortieth annual commencement June 6.

MOORESVILLE graduated three. It has the finest public school campus in the state.

THE State Normal, notwithstanding its restrictions as to admission, has in attendance about one thousand.

REMINGTON sends out a class of ten. Good. R. M. Vanatta, principal and W. R. Murphy, superintendent.

THE Cambridge City high school enrolled ninety-two and graduated twenty. This is a good record for a place of its size.

THE Attica high school graduates numbered eight this year. W. F. Mullinix, principal, and Wm. A. Millis, superintendent.

WARSAW graduated a class of twenty-seven girls and thirteen boys. The local papers speak of the school in high terms of praise.

SHELBYVILLE had a class of nine and commencement occurred May 23. J. H. Tomlin, superintendent and Janie Deming, principal.

MONTICELLO graduates eight and closes the year's work in good style. J. W. Hamilton is superintendent and L. E. Wheeler is principal.

FRANKFORT held its 19th commencement May 31 and graduated twenty-three. J. A. Wood is principal and B. F. Moore is superintendent.

OAKLAND CITY sent out six high school graduates this year. F. D. Churchill is superintendent and Mrs. Ella C. Wheatley is principal of the high school.

KOKOMO is "all right" and Supt. H. G. Woody is happy. The high school numbers two hundred—a remarkable enrollment for the population of the place.

THE County Sup'ts. will hold their thirteenth state convention, June 19-20, at room 12 in the State House, Indianapolis. S. J. Huston, of Dearborn Co., is president.

DELPHI sent out seven graduates from its high school this year. The program of announcements is in extra good taste. The juniors engaged the opera house and had a class day. W. S. Almond is superintendent and D. C. Ridgeley is principal of the high school.

LEBANON graduates thirteen from its high school. The commencement season included seniors' reception to juniors and teachers, Class Day exercises, juniors' reception to seniors, teachers' reception to seniors and school board, seniors' reception to the public after commencement. Jas. R. Hart is superintendent and Bettie G. Grimsley is principal.

C. J. ALBERT, of Chicago, who has been doing a large teacher-agency business, and B. F. Clark, also of Chicago, who has for years been the western manager of the Fisk teachers' agency, have formed a partnership and the firm will be known as the Albert & Clark Teachers' Agency. Mr. Albert and Mr. Clark are both enterprising men and will doubtless command a liberal patronage.

NATIONAL NORMAL UNIVERSITY. The eight-week summer session of the National Normal University opens on the eighteenth of June. Professional courses, based upon the requirements of the Ohio State Board of Examiners, are to be established. These courses, with the opportunity for thorough reviews of common school and higher branches, will afford special facilities to those preparing for state examinations.

COLUMBIA CITY.—P. H. Kirsh, Supt. of schools sustained during the past year a course of lectures. The following are the names of the lecturers and their subjects:—1. Mrs. Sarah Tarney-Campbell, "Life in Literature;" 2. Arnold Tompkins, "The Beautiful;" 3. Arnold Tompkins, "Literature;" 4. W. P. Burris, "Evolution in Education;" 5. Dr. Robert Hessler, "The Human Body and its Foes;" 6. Cyrus W. Hodgkin, "Dr. Henry Schlieman in the Ancient City of Troy."

PURDUE UNIVERSITY now stands in the front rank among institutions of its class. Its mechanical, electrical and civil engineering departments are amply furnished with needed appliances and are doing the highest type of work. The authorities are now turning their attention to the department of applied sciences. Technical chemistry, sanitary science, pre-medical course, industrial art and architectural designing will have special attention until the best possible facilities are secured. Masters have been placed in charge of each department. For catalogue and all desired information address the president, James H. Stuart, LaFayette.

THE State Board of Education at a recent meeting granted life licenses to teach to the following persons: Horace Ellis, N. Vernon; A. R. Hardesty, Chesterton; F. T. Heighway, Lowell; Edwin S. Monroe, Mt. Vernon; Charles F. Patterson, Edinburg; and J. C. Weir, New Castle. Professional licenses were granted to the following persons: John M. Ashby, Tipton; Mrs. Virginia G. Cory, Dunreith; Charles H. Drybread, Anderson; Charles H. Greathouse, Mt. Vernon; L. G. McCord, Peru; J. H. Riddle, Scottsburg; F. W. Smith, Frankfort; Otis T. Staunton, West Newton, and James C. Bryant, Irvington. Commissions were renewed for high schools at Winchester, Union City, Oxford, New Castle, Hagerstown, Fowler and Attica, and commissions were granted to the high schools at Butler, Garrett, Kendallville, Waterloo, Auburn and West Indianapolis. The questions for county examinations for use until September were selected and approved.

PERSONAL.

J. C. WEIR will remain in charge of the schools at New Castle.

EX-STATE SUPERINTENDENT, H. D. Vories has gone into business in Indianapolis.

W. F. L. SANDERS has been re-elected for a seventh year as Supt. at Connersville.

N. C. JOHNSON after six years' service has been re-elected Supt. of the Cambridge City schools at an increased salary.

GEO. W. HOSS formerly editor of this paper is now principal of the Western School of Elocution and Oratory at Wichita, Kan.

OSCAR BAKER has been promoted from the high school to the superintendency of the Winchester schools—a worthy promotion.

GEO. E. WILLOUGHBY who graduated at the State Normal this year is to have charge of the Newport schools the coming year.

JAMES H. HENRY has been re-elected Supt. of the Warsaw schools at an increased salary. This statement tells its own story.

MRS. ROSA MIKELS, who has for years been the efficient principal of the New Castle high school, has been re-elected for another year.

G. B. COFFMAN has been re-elected Supt. at Mooresville at an increased salary, which indicates that he has been doing good work.

W. D. KERLIN has been re-elected Supt. of the Worthington schools at a largely increased salary. He is now conducting a prosperous normal.

WALTER DUNN has been elected Supt. and Effie Preston principal of the high school at Waveland for a third year. Both are State Normal graduates.

ELMER E. TYNER has been re-elected superintendent of the Greenwood schools. He has recently married and will of course teach a better school hereafter.

A. T. REID for many years Supt. at Winamac but for the past two years in the State Normal school as student and teacher, has been elected Supt. of the Sullivan schools.

PROF. C. A. WALDO has resigned the chair of mathematics in De Pauw University to accept a similar position in Purdue University. Prof. Waldo is a strong, all-around man.

W. S. ALMOND has been unanimously re-elected superintendent of the Delphi schools at an increased salary. With a single exception his entire corps of teachers have been re-elected.

MISS BELLE THOMAS of the Cook county Normal School, Chicago, has issued a circular giving an outline of work she proposes to do in institutes. She will send it to any one interested.

J. A. CARNAGEY, Supt. of schools at Columbus, chairman of executive committee of the State Association, is already at work on a program. If you have a live subject involving general principles send it to him.

E. S. MONROE who has been principal of the high school for many years at Mt. Vernon has been promoted to the superintendency in place of H. S. Leavenworth, resigned. Mr. Monroe has made a good principal and will make a good Supt.

J. B. EVANS who has done three successful and satisfactory years' work at Rising Sun is not a candidate for re-election. He is making his plans to enter the school of Pedagogy in the university of the City of New York. The local press speaks of Mr. Evans's work in highly complimentary terms.

PROF. A. H. PURDUE, the much appreciated principal of the Rensselaer high school, has just been elected to a fellowship in the Chicago University, in the science of geology. This is a very notable recognition, from a high source, of Prof. Purdue's scientific attainments. He has accepted the fellowship and will not teach next year. He is a graduate of the State Normal and of Leland Stanford.

JOHN H. RADER, of Daleville, and Miss Cora E. Best, of Martinsville, were married in the parsonage of Centenary M. E. Church by Rev. S. V. Leech, April 27, in the presence of a few friends and school-mates. The bride is a junior and the groom is a senior of the State Normal School. They left for the groom's home the next day and returned to Terre Haute, April 30, to resume their school work for the remainder of the year.

ALFRED HOLBROOK, president of the National Normal University, recently celebrated the 79th anniversary of his birthday. It was made the occasion of a very pleasant celebration at general exercises. Addresses were made by students representing the different classes, by members of the faculty and by citizens of Lebanon, O. President Holbrook still teaches several hours daily, is active physically and mentally, and speaks with pride of the fact that during his presidency, which extends over a period of nearly forty years, he has not missed a day from his classes by reason of illness.

WM. A. JONES, the first president of the Indiana State Normal School, is still living on a large farm near Hastings, Neb. He does not allow farm interests, however, to absorb all his time and thought. He keeps in touch with educational interests in various ways. Last year he was candidate on the Populist ticket for State Supt. of Public Instruction and ran 20,000 ahead of his ticket. He has engaged to give a course of lectures on Pedagogics in Hastings College. Mr. Jones gave to Indiana a body of educational doctrine that has been invaluable, and the state has never lost a more valuable man from its educational ranks.

BOOK TABLE.

"HARPER'S YOUNG PEOPLE" is one of the best papers for boys and girls in this country. It is a weekly and generously illustrated.

PUBLIC School Gymnastic Course, by Carl Betz, presents a system of free gymnastics well adapted to use in schools. The necessity of physical exercises cannot well be over estimated. More exercise of the body would result in more exercise of the brain. This little book is sent postpaid for 65 cts. by A. Flanagan & Co., Chicago.

GESCHICHTEN AUS DER TONNE is the title of a little volume in German by the celebrated author, Theodor Storm, and published by Ginn & Co., Boston and Chicago. The style is elegant and the thought poetic. Any one who can read German will enjoy this little book. The notes are so copious that a student can easily master the figurative expressions without the aid of a teacher.

THE Greene School Music course by Chas. H. Green, Supt. of music, Peoria, Ill., and published by the Werner Co., Chicago. Book One is intended for the first four grades of school. It contains some new features as to methods of presenting the subject to children and the steps seem to be progressive and logical. The Werner Co. touches nothing that is not first-class and these books should be examined by any one looking for the best thing in school music.

ELDRIDGE & BRO., of Philadelphia, has just issued a Handbook of English composition, by Prof. J. M. Hart, of the University of New York. The book is the outgrowth of actual experience by a successful teacher of the subject treated. The author has aimed to treat all the essentials of prose composition in a thorough and yet attractive method. The book is along the lines of the best thought in teaching this important subject. The publishers have done their part well and made an attractive work.

HARPER'S MAGAZINE.—The Personal Recollections of Joan of Arc, of which two instalments have already been published, has, in addition to its intrinsic merit, the charm of timeliness; for as the *New York Tribune* for April 21st says: "The Harper serial dealing with Joan of Arc synchronizes with the swelling of the Napoleonic tide. The latter represents one current, the maid its antithesis. Napoleon speaks for the purely sophisticated side of the French genius. Joan is the type of her nation's saving grace, and the mystical envelope in which she survives is identified with the healthier impulses of the French spirit Joan of Arc will become something more than the heroine of a cult, for she was inspired by a spiritual fervor, and it is a spiritual inspiration which lives in her name."

COUNTRY CHIMES is a little book of poems written by Deamor R. Drake of LaGrange, Ind. "Hoosierdom" that appeared in last month's JOURNAL is one of Mr. Drake's productions. Several of the poems found in this little volume are in Hoosier dialect and in that respect remind one of Riley. We find throughout this small collection genuine sentiment and poetic thought clothed in its own suitable language of rhythm and melody. Mr. Drake is loyal to his native state as evinced in his poem entitled "The Hoosier." He says of him:—

"He's a long, slim feller, raises whiskers on his chin,
Wears his breeches histed half-ways to his knees;
Hickory shirt an' one suspender, cowhide boots, number ten,
'Nd some idees o' his own on what he sees.
* * * * *

But when you want a feller with some idees o' his own
'Nd a heart that's happy-like and warn;
When yer figgerin who yer apt to meet a'ter yer dead and gone,
You kin jes count in some Hoosier from the farm."

THE NEW STANDARD DICTIONARY just published by Funk & Wagnalls, of New York, is a work of art and a work of beauty as well. It is entirely new from cover to cover and complete in every regard. That every department might be the best possible, a large number of experts have been employed. The best specialist in each and every branch of learning was secured at whatever cost—not fewer than two hundred forty-seven specialists and other editors have been at work upon the book, and the cost reached \$960,000 before the first completed copy was ready for the market. The work throughout is of the finest quality. It is up to the latest and best thought in its spelling, its pronunciation, its etymology, its science, its every thing. It has been nearly five years in preparation, and is a monument of honor to its publishers. It is full and complete, and yet by excluding all superfluities, is not unwieldy in size. It is difficult to see wherein this dictionary could be changed to make it any better. Messrs. Funk & Wagnalls certainly have ample ground for being proud of their magnificent work, which is properly called the *Standard*.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

BE sure to read the advertisement of the Colorado Springs summer school. Indiana teachers are interested.

FREE REGISTRATION insures the best service. Send for circulars to the National Teachers' Agency, 26 VanBuren St., Chicago. 6-2t

REDUCED RATES.—Excursions over Pennsylvania Lines During Season of 1895.—Liberal concessions in fare over the Pennsylvania Lines have been granted for numerous events to take place this summer in various parts of the United States. In addition to local excursions, tickets at reduced rates will be sold over these lines as given in the following paragraphs. Excursion tickets may be obtained at ticket offices on the Pennsylvania System and will also be sold over this route by connecting railways. Some of the points to which tickets will be sold and dates of sale are as follows:

To Cleveland June 18th and 19th, for the National Republican League Convention, good returning until June 22d inclusive.

To Chattanooga, Tenn., June 25th, 26th and 27th inclusive, account Epworth League International Conference, good returning fifteen days from date of sale. By special arrangement return limit may be extended an additional fifteen days.

To Denver, Colorado Springs, Manitou or Pueblo, Col., July 3d, 4th and 5th, account National Educational Association Meeting. The return trip must be commenced July 12th, 13th, 14th or 15th, unless by special arrangement the return limit is extended to September 1.

To Baltimore, July 16th and 17th, good returning until August 5th, inclusive, account the Convention of Baptist Young People's Union of America.

To Boston, July 5th to 9th, inclusive, for the National Christian Endeavor Meeting. Return limit may be extended by special arrangement to August 3d.

To Boston, August 19th to 25th, inclusive, account Triennial Conclave Knights Templar. Return limit extended to October 3d by special arrangement.

To Louisville, Ky., in September, for National Encampment, G. A. R. One cent per mile. Reasonable return limit.

The reduced rates over the Pennsylvania Lines will not be restricted to members of the organizations mentioned, but may be taken advantage of by the public generally. Any Pennsylvania Line Ticket or Passenger Agent will furnish desired information concerning rates, time of trains, and other details, to all applicants, or the same may be obtained by addressing GEO. E. ROCKWELL D. P. A.

MR. L. J. RETTGER states that all the indications point to an increased attendance of the Indiana State Normal Summer School, which begins on Tuesday, July 2. Courses are offered in Physiology, Botany, Physics, Chemistry, Psychology, Methods and Mathematics."

6-1t

"IMPORTANT."—Mr. Geo. W. Benton who has arranged for the teachers' special train for Denver on July 6th has the diagrams of chair cars, tourist and Pullman sleepers and is now ready to book those who desire space on the special train. This is important and you should not delay.

THE Chicago, Burlington & Quincy Railroad is one of the best in the country. It is the only road that owns its own track through from Chicago to Denver, and it is the only road that can allow its passengers to return almost the whole distance by a different route and yet use its own tracks. It will run a train solid from Indianapolis to Denver, via Peoria, and teachers will have to be out *only one night*. See its advertisement on another page.

SUMMER LATIN SCHOOL.—Drake University, Des Moines, Iowa, maintains a nine weeks' Summer Latin School beginning June 24, for the benefit of students preparing for college and for teachers who may wish to acquire Latin during vacation.

3 1t

AN EDUCATIONAL EXCURSION to Utah—the mountain walled treasury of the gods.—That all members of the N. E. A. and their friends may have an opportunity to visit Utah, that wonderland of health, wealth and pleasure, before returning to their eastern homes from the Denver meeting in July, the Rio Grande Western Railway, "Scenic Line of the World," in connection with the D. & R. G. and Colorado Midland lines, will make the unusually low rate of \$20.00 for the round trip, Denver to Utah, including the grandest scenic ride in the world and a visit to Provo, the beautiful city on Utah Lake—excellent fresh water bathing, fishing and hunting, Salt Lake City, made famous by its historical and religious associations—a picturesque city of health and pleasure—Sanitarium, Warm Springs, Hot Springs and Sulphur Springs, within the city limits, a plunge into the great salt lake at Saltair Beach, the Dead Sea of America, the water contains 25 per cent. more salt than the Dead Sea of the Holy Land, impossible to sink, the most invigorating baths in the world, headquarters of the Mormon church, Temple and Tabernacle. Salt Lake City is also a city of beautiful homes, drives, parks and canons. Its climate is unsurpassed, having as it does 325 days of sunshine in every year. A modern city hemmed in by snow-capped mountains. Military post three miles distant, Ogden, a thriving city of modern enterprise and progress, Hot Thermal Springs within easy access, a sanitarium in itself, picturesque drives through canons of wonderful natural rugged beauty, a city situated at the foot of the Wasatch mountains. Hundreds of points of interest to the traveler, tourist, teacher and student. No one should miss this opportunity to visit Utah and enjoy the scenery of the Rocky Mountains and kindred ranges. No European trip compares with it in variety and grandeur of scenery, and wealth of novel interest and study. Tickets will be on sale at Kansas City, Omaha, St. Joseph or Sioux City on July 5, 6, 7 and 8 to Ogden or Salt Lake City and return at through excursion rate of \$39.00. Proportionate rate from Chicago, St. Paul, St. Louis and all eastern points. Tickets purchased at this rate will be good for stop over at Denver, Manitou, Glenwood and all points of interest in Utah. Those who have purchased tickets to Denver and return may obtain excursion rates of \$20.00 from Denver to Ogden or Salt Lake and return on July 10th to 14th inclusive. For copy of illustrated pamphlet, "Utah, The Promised Land," write to F. A. Wadleigh, Salt Lake City, Utah.

6-2t

SUMMER OUTINGS at seashore, mountain and lake resorts.—The ocean resorts—Atlantic City, Cape May, Asbury Park, Ocean Grove, Long Branch and famous resorts along the New Jersey Coast are reached by the Pennsylvania Lines. As a direct route to Newport, Narragansett Pier, Cape Cod, Martha's Vineyard, Nantucket and other popular watering places along the Atlantic from Chesapeake Bay to Maine, these lines offer special inducements. In the mountains—Crescon, Bedford Springs, Ebensburg, Altoona, and other resorts in the Alleghenies are located on the Pennsylvania Lines, which also lead to the White Mountains, the Adirondacks, Watkins Glen, Mt. Desert Island, and places of summer sojourn in eastern New York, Vermont, New Hampshire and Maine. The lake region—The Pennsylvania Lines bring Mckinac, Petoskey, Charlevoix, Mt. Clemens, St. Clair, Muskegon, Traverse City, Mackinaw City, Sault Ste. Marie, Gogebic, St. Ignace, Watersmeet, Au Sable, Iron Mountain and all the romantic resorts of Northern Michigan within easy reach, as well as Ashland, Cedar Lake, Devil's Lake, Pelican Lake, Three Lakes, Waukesha and other resorts in the northwest. For information concerning rates, time of trains, and the first-class service apply to the nearest Pennsylvania Line ticket agent or to

GEO. E. ROCKWELL, D. P. A.

SEE the advertisement of the C. B. & Q. Road on another page.

NIAGARA FALLS EXCURSION, Thursday, August 8, 1895, via the Lake Erie & Western R. R., "Natural Gas Route".—On Thursday, August 8, 1895, the Lake Erie & Western R. R. will run their popular annual excursion to Cleveland, Chataqua Lake, Buffalo and Niagara Falls at the following very low rates, viz:

Peoria.....	\$7 50	Tipton.....	\$5 00	Rushville.....	\$5 00
Bloomington....	7 00	Lima.....	4 00	New Castle.....	5 00
LaFayette....	6 00	Fort Wayne....	5 00	Cambridge City..	5 00
Michigan City..	6 00	Muncie.....	5 00	Fremont.....	4 00
Indianapolis...	5 00	Connersville....	5 00	Sandusky.....	4 00

With corresponding reductions from intermediate points. In addition to the above, the purchasers of these tickets will be given the privilege of special excursion side trips to Lewiston-on-the-Lake, including a steamboat ride on Lake Ontario, for 25 cents. To Toronto and return from Lewiston by Lake, \$1.00; to Thousand Islands, \$5.00. Tickets for the above side trips can be had when purchasing Niagara Falls ticket, or at any time on the train. Besides the above privileges, with that of spending Sunday at the Falls, we will furnish all those who desire a side trip from Brockton Junction to Chataqua Lake and return **FREE OF CHARGE**. Tickets of admission to places of special interest at or near Niagara Falls, but outside of the reservation, including toll over the International Bridge to the Canadian side, elevators to the water's edge at Whirlpool Rapids on the Canadian side, will be offered on the train at a reduction from prices charged after reaching the Falls. Do not miss this opportunity to spend Sunday at Niagara Falls. The excursion train will arrive at Niagara Falls 7.00 A. M. Friday, August 9, and will leave the Falls returning Sunday morning, August 11, at 6 o'clock, stopping at Cleveland Sunday afternoon, giving an opportunity to visit the magnificent monument of the late President Garfield and many other interesting points. Tickets will be good, however, returning on regular trains leaving the Falls Saturday, August 10, for those not desiring to remain over. Tickets will also be good returning on all regular trains up to and including Tuesday, August 13, 1895. Secure your tickets, also chair and sleeping car accommodations, early. Those desiring can secure accommodations in these cars while at the Falls. For further information call on any agent Lake Erie & Western R. R. or address

5-4t

C. F. DALY, G. P. A., Indianapolis, Ind.

MESSERS. WALTER BAKER & Co., the largest manufacturers of pure, high grade Coconuts and Chocolates on this continent, have found it necessary to issue a special notice cautioning consumers of their goods against the recent attempts which have been made to substitute other manufactures, bearing labels, and done up in packages, in imitation of theirs. A sure test of genuineness is the name of Walter Baker & Co.'s place of manufacture—"Dorchester, Mass."

6-1t

FREE!—To Christian Endeavorers, Pocket Guide and map of Boston, the convention city. The passenger department of the Big Four Route has issued a very convenient Pocket Guide to the city of Boston which will be sent free of charge to all members of the Young Peoples Society of Christian Endeavor who will send three two cent stamps to cover mailing charges to the undersigned. This Pocket Guide should be in the hands of every member of the society who contemplates attending the 14th annual convention as it shows the location of all depots, hotels, churches, institutions, places of amusement, prominent buildings, street car lines, etc., etc. Write soon, as the edition is limited. E. O. McCORMIC, Passenger Traffic Manager, Big Four Route, Cincinnati, O.

5-2t

GREER COLLEGE, Hoopston, Ill. has a very excellent summer school for teachers. Read its advertisement on another page.

TO TEACHERS.

It is very important to you that before making definite arrangements for your trip to Denver, Col., for the National Educational meeting in July, that you should consider the most available and quickest route, and I desire to direct your attention to the Vandalia line as being the shortest and most direct route by way of St. Louis. It is the only line running six trains a day between Indianapolis and St. Louis, and while no rates have been made for this meeting up to the present time, I will say that when they are made they will be as low via the Vandalia lines as any other, and our facilities for handling the teachers are far superior to those of any other line. Please remember and see that your ticket reads "via Vandalia line."

5-2t

GEORGE E. ROCKWELL, D. P. A.

L. B. FREEMAN, C. P. A.

FIRST-CLASS experienced agents, canvassers and solicitors can reap a rich harvest with the Legal and Political History of the Trial of Jesus. Published and controlled by E. J. Heeb & Company, Indianapolis.

NATIONAL EDUCATIONAL ASSOCIATION via Big Four Route, Indianapolis to Denver by coach, free chair car or standard Pullman Sleeper, through without charge. A special train will leave the Union Station at noon, Saturday, July 6, 1895, carrying teachers and their friends, arriving in Denver early Monday morning the 8th. Mr. George W. Benton, of the Indianapolis high school, will have the excursion in charge. Mr. Benton has just returned from Denver and vicinity and is prepared to assist teachers in arranging for accommodations, side trips, etc., and will cheerfully furnish estimates of the cost of the trip. Send for our special N. E. A. circular or call on or write to G. W. Benton, Chemical Laboratory, Indianapolis, hours 4 to 5 p. m., or H. M. Bronson, A. G. P. A., Big Four, No. 1 East Washington st. 5-1t

TEACHERS.—Ladies or gentlemen, desiring a dignified, lucrative employment with choice of territory, during vacation, will find it to their interest to address F. Bossart, Supt. Columbian Relief Fund Society. Journal Building, Indianapolis, Ind. 5-tf.

AN excursion for teachers has been planned from Denver to Salt Lake City. Utah and the round trip can be made for about \$20. Doubtless a large number of Indiana teachers will wish to make this trip.

RUDY'S PILE SUPPOSITORY is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to MARTIN RUDY, Registered Pharmacist, Lancaster, Pa. NO POSTALS ANSWERED. For sale by all first-class druggists everywhere. Ward Bros., A. Kiefer & Co., and Daniel Stewart. Wholesale Agents, Indianapolis, Ind. 3-1y

EVERYBODY who goes to the Denver meeting will wish to go to the top of Pike's Peak. It affords one of the finest views to be had anywhere on the continent. A cog-wheel railroad now runs to the very top.

Vacant Positions in Indiana and all western states are now seeking candidates. Superintendencies, principalships, assistant positions, grammar and primary grades, college, normal and high school professorships, music, drawing, kindergarten, bookkeeping and penmanship places. We can fit almost any teacher with such position as he or she is well qualified for. Our work is more especially for the better grade of teachers who, while they have many places open to them, are looking for something better than offers in their immediate neighborhood. Send for circulars to THE TEACHERS' CO-OPERATIVE ASSOCIATION, 6034 Woodlawn Avenue, Chicago. 6-2t

ANNUAL MEETING EDUCATIONAL ASSOCIATION.

DENVER, COL., JULY 5—12, 1895.

This promises to be the largest meeting in the history of the Association. All who can possibly spare the time should avail themselves of the opportunity to spend a few weeks in the clear, bracing tonic atmosphere of Colorado. The Monon Route, the L., N. A. & C. Ry., is making arrangements to carry Indianapolis teachers and their friends to this convention. A special train will leave Indianapolis, composed of sleeping cars and free chair cars and will run through to Denver via the A. T. & S. F. R. R. without change, going through the very best part of the State of Kansas, entering Colorado by way of Pueblo and Colorado Springs.

Much might be said about the scenery along this line; that between Pueblo and Denver presents to the eye a marvelous panorama of peaks, crags and canons. Mr. J. H. Woodruff, supervisor of penmanship in the Indianapolis public schools will be in charge of this party. The rate for the round trip is one first-class limited fare plus \$2.

Arrangements are now being made to visit the most interesting resorts in the vicinity of Denver, and all those who desire to visit the Yellow Stone National Park can do so on a personally conducted excursion in charge of Assistant General Passenger Agent, B. N. Austin, of the Northern Pacific R. R.; this excursion will leave Denver several days after the close of the convention and as the rates will probably be lower than they ever have been, no one should fail to take advantage of this opportunity.

For further information, call on or address J. H. Woodruff, 594 Broadway, I. D. Baldwin, D. P. A., or

C. H. ADAM, C. P. A. Monon Route, Indianapolis.

THE next annual meeting of the National Educational Association will be held at Denver, Colorado, during the month of July, 1895, and in this connection we desire to call your attention to the excellent facilities offered by the MISSOURI PACIFIC RAILWAY and its connections for the prompt, safe and comfortable transportation of the teachers and their friends who will attend the convention.

We also desire to announce that for this occasion THE MISSOURI PACIFIC RAILWAY COMPANY will sell excursion tickets to Denver, Pueblo, Colorado Springs and Manitou at a rate not to exceed one fare for the round trip, (with \$2.00 added for membership fee), and limited to return passage until September 1st, 1895, affording an opportunity for a summer outing in the "Rockies," as well as delightful side trips to Utah, the Yellowstone National Park, Yosemite Valley and the Pacific Coast. This route follows the banks of the Missouri River for a long distance between St. Louis and Kansas City, thence through the best part of Central Kansas to Pueblo, the great smelting city of Colorado. From Pueblo it follows the base of Pike's Peak at times almost within a stones-throw to Colorado Springs—thence on to Denver.

We propose to furnish free reclining chair car and Pullman sleeper accommodations from Indianapolis to Denver without change. A special train will be run which will make stops at points of interest at the pleasure of the party.

The train will be conducted by a person of experience, who will assume all care of baggage, make arrangements for meals and stop-overs and do everything possible to make the trip comfortable and pleasant. Particular information concerning the trip and illustrated advertising matter will be furnished by addressing

COKE ALEXANDER D. P. A.,
7 Jackson Place, Indianapolis.

NOTICE.—NATIONAL EDUCATIONAL ASSOCIATION.

PERSONALLY CONDUCTED EXCURSION TO DENVER, JULY 6, 1895.

Attention is invited to the following arrangements for Indiana teachers and others who will attend the annual meeting of the N. E. A. to be held in Denver, July 8th to 12th.

The undersigned has arranged for a special train via the Big Four (C. C. & St. L. Ry.) Chicago & Alton and Union Pacific Rys.

This train will consist of baggage car, Palace reclining Chair cars (seats free of extra charge) Tourist sleepers and Pullman sleepers.

The train will run through from Indianapolis to Denver, Col. without change or delay, leaving Union Station about noon July 6th, arriving at Denver July 8th at 6.00 A. M. The association meetings will begin at 10 A. M., July 9th.

TRAIN EQUIPMENT.—The Chair cars are equipped with wash and toilet rooms complete, and comfortably upholstered spring seated reclining chairs with soft backs and head rests. Tourist cars are now equipped with cushioned seats and will be found comfortable. Pullman sleepers will be first class in every respect.

Sleeping car rates. Tourist, \$3.00 for double berth; \$6.00 for section, First class Pullman, \$7.00 for double berth, \$14.00 for section. Space reserved on application.

Arrangements for meals enroute at a cost ranging from 25c. to 50c have been made. Those preferring may be served in dining car.

AMERICAN HOUSE HEADQUARTERS IN DENVER.—A limited number of rooms with board have been reserved in Denver for our people at a cost of less than \$2.00 per day. Space may be secured by applying to the undersigned. Having just returned from a tour of Colorado points, the writer is prepared to furnish information concerning boarding houses in Denver, and boarding houses and hotels at Manitou, Idaho Springs and Colorado Springs ranging from \$1.00 to \$4.00 per day in desirable localities.

Come with us. We guarantee the best service for the least money. A two weeks trip to Denver, Manitou, Colorado Springs or Pueblo and return may be made for \$60.00. Special low rates for side trips from Denver.

RATES.—Our tickets are good returning until September 1, 1895. Tickets are sold to all main Colorado points at the same rate as to Denver. The established rate from Indianapolis is one fare plus \$2.00 for the round trip. Should any competing lines name a lower rate, the cut will be met by the lines over which this special will run.

Space in our train should be reserved as early as possible as a number of parties of two, five and ten in neighboring towns are already asking for space. Ample notice will secure comfortable accommodations and plenty of room for all. Ladies without escorts will receive special attention.

The State Committee of Arrangements have been invited to go with us and a part of them have agreed to do so.

For information as to stopovers and change of return route, special California and Yellowstone rates, and descriptive circulars of side trips, address or call upon Geo. W. Benton, Indianapolis High School or Big Four Offices, No. 1 E. Washington St.,

H. M. Bronson, A. G. P. A.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School.

WANTED AT ONCE—Teachers—3 Superintendents 5 Principals, 2 College Presidents, 4 Piano, 3 Vocal, 5 Art, 2 Elocution, 9 Primary, 5 Kindergarten, 4 Governesses, 3 Latin, 2 Greek, 5 Mathematics, for fall term. Address, with stamp, COLUMBIAN TEACHERS' BUREAU Vanderbilt Building, Nashville, Tennessee.

THE ALBERT TEACHER'S AGENCY, 211 Wabash Ave., Chicago, Ill. Established 1887. Nearly 2 000 positions filled, more than half within the last two years. We now have hundreds of **direct applications** for superintendents, college professors, and teachers for all kinds of school and college work. Salaries from \$4,000 down. We especially need some good primary and grammar grade teachers for good positions paying from \$40 to \$85 per month. If you are not yet "on deck" for September, do not fail to write at once.

5-2t

C. J. ALBERT, Manager.

Don't FORGET that the C. B. & Q. is the only road that owns its own tracks from Chicago, Peoria and St. Louis through to Denver and that teacher can go by one route and return on another without extra charge. See advertisement on another page.

THE Indiana Journal for Indiana teachers.

PENNSYLVANIA LINES.—One fare rate for the round trip, west, southwest and southeaston June 11th. For full information as to time of trains, etc., call on nearest agent, or address Geo. E. Rockwell, D. P. A., Indianapolis, Ind.



SUPPLIES

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Simplify the subject, reduce the work of the teacher to a minimum, and fascinate and stimulate the pupil in his work. They are the most popular, practical and widely used works on the subject now in print. The series comprises three books, viz :

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The other books published by this firm treat the following subjects: **COMMERCIAL LAW, COMMERCIAL ARITHMETIC, MENTAL ARITHMETIC, PENMANSHIP, SHORTHAND, SPELLING, GRAMMAR, CORRESPONDENCE, CIVIL GOVERNMENT and POLITICAL ECONOMY.** These books are bright, new and strictly practical.

Specimen pages and illustrated catalogue sent free to teachers and school officers.

WILLIAMS & ROGERS, Publishers,

ROCHESTER, N. Y.

(6-1t)

CHICAGO, ILLS.

THE Lake Erie & Western makes close connection with western trains for Denver. For particulars address C. F. Daly, G. P. A., Indianapolis.

The Fisk Teachers' Agency

EVERETT O. FISK & CO.

355 Wabash Avenue, CHICAGO.

Ashburton Place, BOSTON, MASS.	70 Fifth Avenue, NEW YORK, N. Y.	803 Twelfth Street, WASHINGTON, D. C.	355 Wabash Avenue, CHICAGO, ILL.
32 Church St. TORONTO, CAN.	420 Century B'ld'g, MINNEAPOLIS, MINN.	OLYMPIA, WASHINGTON.	120 1/2 S. Spring St., LOS ANGELES, CAL.

...Send for Agency Manual and Registration Blanks...

MRS. HAILMANN'S TRAINING SCHOOL FOR Kindergartners and Primary Teachers

(FORMERLY AT LA PORTE, IND.)

Will be re-opened in the Fall at WASHINGTON, D. C.

...Send for circulars.

EUDORA L. HAILMANN,

6-3t

1404 Bacon St., WASHINGTON, D. C.

Come South, Teacher!

Good Teachers in great demand; 3,000 changes in Texas alone each year. Mild climate and good salaries make Texas the Teachers' Mecca. We put care and energy into our work, and succeed. Have more vacancies than we can fill, and need good teachers. Register early. Information free. Mention this Journal.

SOUTHWESTERN TEACHERS' AGENCY,

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CAN WE INTEREST CHILDREN IN GOOD LITERATURE?

BY HELEN SANXAY.

[Read at Southern Indiana Teachers' Association, April, 1895.]

I have taken the liberty to interpret my topic to mean, "*How* can we interest children in good literature." In what I shall say I have assumed that "we" means teachers; that "children" implies those that are indifferent to or disinterested in any literature, as well as those who seek the vicious sort. I have construed "good literature" to include not only what is philosophical, historical, scientific or classic, but whatever has a tendency to elevate. And I have developed my theme along the line that "to interest children in good literature" means to awaken their minds to an appreciation of what is good and pure and beautiful, and arouse in them a desire to read what will satisfy that appreciation. Can we do this? I believe we can. How can we do this?

First of all, we must have a realizing sense of the importance of good literature, and the equal importance of having children interested in it. We must see in our object and its development a most potent ethical and educative agent—educative, not alone for the amount of information attained through its means, but for the mental power it develops and the mental vigor for investigation it furnishes; ethical, not only for the moral truths it will reveal, but for the comprehensive views of life it discloses; for the principles it suggests; for the high aims and noble ideals it ever holds as an inspiration to those that tread its pleasant paths.

It is not enough for us to know that Bacon said, "Reading maketh a *full* man," or to know any other of the many aphorisms that have been pronounced on the subject. If our voice and our motive can find no echoing sentiment in these weighty axioms, our sentiment can certainly find no voice in them, and we can but illy succeed in any undertaking, whose underlying truths are not thoroughly our own. It seems quite unnecessary to dwell upon this phase of the subject. The influence of books upon character is something we all know and know well. That a little child's thoughts are colored by the nature of the nursery stories it hears is self-evident. That "whatever tastes are formed in childhood will prevail throughout the entire life" is only too true; so is the fact that the maturer lives of men and women are tainted or purified by this or that popular book which they are warned to avoid or urged to seek. Yet in the very midst of things so patent do we not often grope in error and blindness? Do we not sometimes overlook the fact that we can accomplish as little in this as in any other line if we undertake it aimlessly? Do we always, with firm and individual purpose, work out, of ourselves, a definite end for children to reach by means of this good literature in which we seek to rouse their interest? Do we always apply this means as a motor, and never hang it as a clog to the already burdened wheels? Do we believe in our hearts that "Reading maketh a full *man*," and endeavor to arouse an interest in good literature with that as an ultimate end? "We must seek realities" in this. Then, if our motive is right, if, through a realization of its importance we see "purpose in the work, we have already a great help to the right method of doing it." Purpose generates its own power. Purpose

"Labors, endures and waits,
Till all that it foresees it finds,
And what it cannot find, creates."

In the accomplishment of our object, it is essential, also, that we should be ourselves thoroughly versed in what we aim to interest the children. If it be true that "*Reading maketh a full man*," then a familiarity with the best books and their authors becomes a *sine qua non* to the teacher. There is no pedagogical truth more firmly established than

that it is impossible to teach what one does not know or to arouse an interest in others in what one is not himself personally interested. It might be said in passing, that every phase of our work as teachers is benefited by a knowledge of literature. Such knowledge quickens every function of the intellect. But our work is heavy, our minutes more than full—alas, too true! Yet it is not impossible to devote a certain small portion of each day to reading, the value of which would be almost beyond expression. Psychological and pedagogical literature are necessary to a teacher's repertory; but literature that is not psychological or pedagogical is imperative. Our State Reading Circle Board opened the way for improvement when it left the strictly professional lines and incorporated such books as "The Marble Faun," Carlyle's "Heroes," "The Autocrat of the Breakfast Table," and Ruskin's "Essays" into the course. The results of their wise departure from beaten paths will be plainly visible in the near future, if, indeed, the schools of Indiana have not already begun to feel the uplifting influence.

But if we are to interest children in good literature, our knowledge of books must include those adapted to their interest. It is folly to suppose that a child will eagerly devour a selection simply because it interests us, or because it has been admitted to hallowed ranks and pronounced "good." After he has learned to love literature, he will oftener, perhaps, read what is above him than what is below. But while he is outside the fold, with possibly a very decided aversion to books of any kind, he will be attracted only by what comes easily within his mental grasp. Neither his age nor his size are to be taken into consideration. His existing mental ability is the measure of the demand; a book to suit that ability is the supply needed. Yet even this is not enough. The book may fill every requirement of adaptability and still fail in its purpose if it appeals not to some taste, or inclination, or interests already in his mind—all of which brings us face to face with the necessity of child-study. We must know the child. We must familiarize ourselves with his likes and dislikes, and we must reach him, if we reach him at all, through means which he himself furnishes.

"My mind to me a kingdom is"—so is his mind to him.

Narrow may be its confines, and rugged and bleak its surface—but a kingdom, still, with castle strongly fortified. *He* controls wall and moat, portcullis and barbican. Our first approach must be deftly managed or the drawbridge is raised. We enter his citadel but on his own terms. Once within, the power is ours to work a mighty change. But we must work as other magicians work, very skillfully.

Opinions differ so widely in regard to the merits and demerits of books that it becomes somewhat difficult to classify them. There are indeed many unworthy the name, and many more that reflect no credit on it. But the list of those totally unfit for judicious use is comparatively small. Every book is a good book that can be made the means of lifting some mind out of darkness into light. Just as we may make of our faults stepping stones into better things, so we may often use a book.

A lady of unquestionable literary taste pronounced Tom Sawyer unfit for refined minds. A teacher heard the comment and remembering how frequently she came in contact with unrefined minds, purchased a copy and added it to her private collection of good literature. A boy came, rather was forced, into her school, whose appetite for tales of the outlaw was ravenous. The teacher was not long in discovering this, rather pleased to know that he had a positive taste for reading of any kind. Fortunate the teacher whose pupils have an interest in something! This teacher at once began her study, preparatory to directing this interest in the right channel. She talked with the boy about his books, and finding that he gave very accurate and intelligent accounts of them, told him so. This pleased him. She asked him to let her have one a few days, and after reading some pages here and there, returned it with the request that he remain a few minutes after school as she would like his opinion on one or two little points not clear to her. This pleased him also. How one does love to be consulted! In the interview she showed such profound deference for his views and such apparent interest in them that, in the bosom of his family later on, he pronounced her a "first-rate teacher."

Next day she began her plans for attack. Had the boy read Tom Sawyer? No, grumpily, under the impression that

it was something he ought to read. Well, she believed he'd enjoy it. Tom was a queer chap but he managed to have a pretty good time, she thought. Wouldn't he let her lend him the book—he'd been so kind about loaning to her. The book was accepted, the drawbridge was lowered and the teacher walked over the moat. When the book was returned it was discussed, with the purpose of establishing a bond of sympathy. She spoke of the author, being careful not to drift too far from the story and the interview closed quite satisfactorily.

A few days later the subject of glaciers came up in class, by the way a somewhat difficult subject to present clearly. The teacher wondered whether any one had ever read Mark Twain's description of a glacier? No one had—which she knew well enough. This was her opportunity. She addressed the boy, He admired Mark Twain, she believed. This thought had not occurred to him before, but it pleased him. He felt that it must be true; but before he had time to give definite shape to his thoughts, the teacher had followed up her advantage and was saying, wouldn't he call at her house that evening and get the book, read the article and give the class an account of it next day? Yes, he would; and he did. And the excellent reproduction he gave of that most excellent bit of description was a revelation to the class, who had before observed no evidence of genius in the "new boy."

Having thus stood forth as an expounder of interesting facts, his sense of pride forbade retreat. An interest was awakened in the preparation of his lessons— a selfish interest 'tis true, but something for the teacher to work on. Gradually he was led—oh, so gradually—but very skillfully, out of and away from the contaminating influence of the books he had once so eagerly sought, into the pure atmosphere of good literature. Now there is nothing at all strange or remarkable about this, which is why it is referred to, Had it been a miracle, its recital here would be valueless. It only goes to show how one teacher aroused one boy's interest in good literature.

You and I, perhaps, would have pursued a different method. Our first step might have been to gather up the offending volumes with no very gentle hand, and, in the presence of him

to whose heart they were, so precious, we might have thrust them into that common avenger of all outward and visible school-room signs of evil—the stove. We might have stood with relentless mien and watched the holocaust until the last leaf curled and twisted in death agony. Perhaps we might have dropped comfort into the bleeding heart by setting forth in a few well chosen words the great evil of reading bad books—we would probably have used the word “poison”—and might have employed still other means to emphasize the enormity of the offense. Then, we might possibly have sent him home with the bewildering injunction to choose only good books in the future, oblivious of the fact that in the light of blinded vision, he had been following that injunction most assiduously. Still more humanely inclined, we might have handed him Ridpath’s “Hamilton,” Creasy’s “Fifteen Decisive Battles,” or Smiles’s “Self-Help,” as a pleasing and appropriate example of a good book, suitable for *a boy of his age*—and the result *might* have been identical with that reached by this other teacher—but it would be a miracle if it were.

Means by which to reach the aesthetic side of a child’s nature abound in the school-room. In the primary grades, the teacher’s morning talks, the number stories, the language work, the reading lessons, the memory gems and the little songs can be made auxiliars to almost any end. These same things are effective in the higher grades, also, though here the daily recitation and the advanced nature of the subjects offer more direct assistance. In the reading and grammar lessons, properly managed, the child learns how to read—not simply how to pronounce the words and use the proper inflection, but how to value the information the words convey; how to see the pictures they reveal; how to detect the full force and beauty of the thought; how to discover a hidden meaning beneath the words; to feel the tenderness they breathe, or the fire of eloquence they pour forth. And while he is learning how to read, he is at the same time acquiring an interest that can only develop into a love for reading. If not, our teaching fails in its highest purpose.

History and geography are open sesames to stores of literary treasures. It is difficult to measure their value in this

direction, and the reactionary value is equally great. Children who are led to see in books of travel and adventure the realities of things learned from text-books will not only enjoy the reading but will find a constantly increasing pleasure in the pursuit of the study itself. Did time permit, I should like to give a list of books and selections read during one year, in connection with geography, by a class of pupils that almost baffled their teacher with the apparently utter hopelessness of the first few months of their work in that branch. I can only briefly say that their teacher told me in answer to my inquiry as to how she had accomplished so much with such unpromising material, that she had dropped the text-book altogether for awhile, and talked with the children, finding out what things interested them. Then she told them some stories to arouse their curiosity along that line of interest, and after that suggested simple selections and books to supplement the stories—all with geographical intent - and the rest seemed to take care of itself. Not a startling method nor a novel one, but very effective in this particular instance, for their geography recitations grew marvelously interesting to them before the year closed, and the interest developed in good literature is an abiding influence for better things to come.

As teachers, we are often handicapped in our efforts by exacting circumstances. Many times they are beyond our control and we can only submit to the inevitable; but too often our own blindness or erroneous ideas of progress furnish the circumstances. We aim at covering certain specified ground, rather than at the development of the mental powers that would enable the child to cover the ground without assistance. So the literature that would make geography and history so real and vivid, or that would add a touch of romance, a tinge of beauty, or a glow of ardor to prosaic fact are too often crowded out to make room for dates and events and dead statements, or those "visible results" that haunt the goal toward which we press -

"—Olympian crowns we strive for
Till we lose sight of the sun in the dust of the racing chariot wheels."

O, this dust! This earthly dust! How it blinds our vision and obscures our light! The heights beyond are bathed in

floods of sunshine--can we not reach them and reflect some of its radiance?

A great source of discouragement in work of this kind has been the lack of appropriate literature within the reach of the majority of children. Happily this can no longer stand in the way of the Hoosier teacher, who has in the Young People's Reading Circle a most powerful ally. This Circle has already solved for many of us the question under consideration; and when we remember the short time it has been in existence, and the encouraging results shown by each year's record, we can but exclaim "Long live the Y. P. R. C. of Indiana!"

Probably the most difficult question that confronts a teacher in any line of work is how to deal with indifferent children. Arousing their interest in anything is a labor of Hercules not chronicled in mythology. Yet strangely (?) enough the spark is often kindled by means of literature. The instance of the geography class already alluded to is only one of many that might be given. In that instance is there any force in the fact that the teacher told the stories at first instead of reading them or having them read? Few children, indeed, can resist the charm of a well-told story, to which even the languid and indifferent will listen with a gradually awakening interest. Those who have tried this means know its potency. Those who have not done so have an enchanter's wand within their reach. Try telling your class the story of Palestine, for instance. Give them some definite idea of its size, its inaccessibility in early times, its natural beauty, its historic interest, then refer them to book and chapter in Old and New Testament and see how eagerly they will read the beautiful accounts of what you have only touched upon.

Follow this with the story of Mohammed and his religion and notice how the full new meaning of love and charity and peace will develop by contrast and imbue their future reading. Tell other stories of the manners and customs of the middle ages, of feudalism, of chivalry, of the crusades, omitting tiresome detail and ponderous thought, telling only what will arouse the curiosity and whet the appetite, and think you that after each telling there will not be an interest awakened in good literature? Only put the literature in their

way and leave the rest to them. We all remember how Scheharazade charmed the Sultan—how she led him out of his evil intentions into a better, happier mood. We will not find one thousand and one tales necessary to accomplish our purpose, though in very many cases we will need to persevere beyond the point of endurance. After all, in the varied phases of our work as teachers, do we not find patience the cardinal virtue? And when we fail is it not oftener through lack of perseverance than through any other cause? We want results not only visible, but immediate.

One of our business men had some seeds of the Egyptian lotus given him, which he dropped into a pond, expecting blossoms the next season, but only a few leaves appeared. The next season came and went, but a few straggling leaves were still the only signs of life in the pond. Two more summers passed and the man gave up hope and after two more had gone by had quite forgotten that he had expected anything. Seven years after the seeds had been put into the pond something happened. The lotus lilies blossomed. The buds unfolded their waxy petals, the water was radiant with beauty and the air heavy with perfume. How richly was the waiting rewarded!

Fellow teachers, "Can we interest children in good literature?" Can we cultivate in our hearts a sympathy *for* children and *with* them? Can we lead them to feel this sympathy, unconsciously, in all our relations with them? Can we secure by its means their confidence, as well as an insight into their nature? Can we tread the paths wherein a little child shall lead us, guiding while we seemed to follow? And—*can we wait?* If we can, in due time the lilies will surely unfold their buds and send forth their fragrance.

MADISON, IND.

DOES IT PAY TO ANSWER QUESTIONS?

Children, and especially boys, are said to be made up of interrogation points; and it is well that they are. If children did not have a desire to know, and a way of expressing that desire, there are thousands of them that would know even less than the brute. For without the instinct that characterizes

the brute, and with parents who care more for wealth, fame or pleasure than they do for their offspring, these children would get but little if they did not ask for it.

Even when they do ask for some bit of truth or knowledge, they are too often put aside with some evasive answer, or told to keep quiet. Usually when four-year-old Johnny says, "Pa, where do the clouds come from?" his father says, "Oh, out of the ocean, I suppose; but I wish you would keep quiet, and not ask so many questions." Johnny is silent for a moment, and then he is puzzled again. He asks, "Pa, how do they get them so high in the air and what carries them over the land, and would they kill anybody if they should fall down on the ground."

The father was annoyed at the first question; and to have three of them fired at him in rapid succession is more than he can endure. "I suppose so," said his father sharply; "but I want you to stop right now. Go to your mother to ask your questions."

Johnny, who is wide awake, goes to his mother, and repeats the questions his father had refused to answer. She, being busy with fancy-work, answers in part one or two, and then tells him that little boys should not ask so many questions. (O, that word "busy"! What a host of neglected duties and lost opportunities lie buried under it.) Here the little hungry creature asks for bread and his parents give him a stone. His mind craves knowledge just as his stomach craves food; and yet he is refused, although his mind can not grow without it any more than his body could without the necessary food.

The little fellow then goes to the hired man, and repeats his question. This individual regards children as a nuisance so he gives the boy an absurd explanation. He tells him that down where the earth and the sky meet, there are a great many men with buckets, who dip the water out of the ocean, and put it into large sacks and these are loaded into balloons which carry it over the land.

The little fellow has seen a balloon; so he credits the story. Yet one thing puzzles him still: "What becomes of the sacks when the water is emptied out?" The hired man tells another yarn to prop up the first. He says that the sacks

rise and rise and go off to the sun, and burn up, giving off the heat we feel when the sun shines.

A few weeks later Johnny is in company with some boys a little older than himself. The subject of clouds is brought up, and he tells what he knows about them. The other boys have all been to school and they have a hearty laugh at his expense.

He is stung and disappointed that after all his hard work in getting this information it is worthless. Is it any wonder that our children lose all interest in education, when the buds of intelligence are so often nipped by those who ought to guard and protect them more carefully than any other object? If we older people were snubbed and cheated as these little ones are so often, we would become a great deal more indifferent.

If that father had taken his boy to the tea-kettle and shown him how heat causes vapor to rise from the water, and then had he taken some cold object and held it where the vapor would collect on it, he could have made it plain to the boy in a very few minutes; and in that act, he would have anchored that boy's affections deep down in his own life so firmly that the fiercest storms of passion could not carry him away.

Does it pay to answer questions? Who will say that it does not, when he knows that by these answers the world gets its wealth. Not its money, but its intellectual wealth. Had our inventors been suppressed in childhood, so that no questions ever came to their minds, their inventions would be unknown; had our discoverers been taught the beauty of silence, the world and its people would be only slightly known. Diseases would ride in triumph through the land and death would grin at us from every hedge and highway.

We might reverse the question and say: "Does it not pay to answer them?" When we realize the satisfaction it was to us to have some one answer our questions in childhood, as we thirsted to know something of the great world about us, it certainly should prompt us to do as we so much wished to be done by.

Again, we might ask, "Will it pay to starve an immortal mind, or to dishearten an earnest soul?" Not if we know the

worth of these; not if we know the penalty that will surely come upon us. Neither can we afford to lose the opportunity of cementing a tie of the strongest character, and thus rob ourselves of strength and support that we need just a little farther on.

Does it pay to answer questions?

Let him who is perfect in knowledge answer in the negative; let him who is without fault disdain a reply, but let us who are neither give an affirmative answer by action as long as we live where there are little ones.—*Our Children*.

HER METHOD.

A young teacher who has had great success with a class of "ragamuffins" in the worst quarters of a large city, was asked at a school teachers' meeting to tell something of the method by which she had transformed the lawless street urchins into respectable little citizens in so many cases.

"I haven't any method, really," said the young woman, modestly. "It is only that I try to make the boys like me and I say 'Don't' just as seldom as I possibly can in my work with them. They had learned to lie, steal, and fight, but truth, honesty and courtesy were unknown terms. So I began by telling them a story every morning about some boy who had done a brave, honest, or kind thing, and held him up for their admiration. And after a while I asked them to save up good things they had seen or done to tell at these morning talks. Their eagerness about it and their pride when I was pleased with their little incidents, showed me they were being helped.

"There was just one boy who seemed to me hopeless. He was apparently indifferent to everything; sat for weeks, during the morning talks, with a stolid expression on his face, and never contributed anything to the conversation.

"I had begun to be really discouraged about him, when one morning he raised his hand as soon as it was time to begin.

" 'Well, Jim, what is it you have to tell us,' I asked encouragingly.

" 'Man's hat blew off as I was comin' to school. I ran and

picked it up for him,' he jerked out, in evident embarrassment at finding all eyes fastened on him.

" 'And what did the man say?' I asked hoping that a 'Thank you,' had rewarded his first attempt in the right direction.

" 'You young scamp, you'd have made off with that if I hadn't kept my eye on you!' said the boy in the same jerky fashion.

" 'And what did you do then?' I asked in fear and trembling.

" 'Didn't do nothin', but just come along to school,' said the boy soberly. 'I reckoned he didn't know no better; prob'ly he hadn't had no teachin' as I've got,' and he lapsed into silence with an air of perfect satisfaction.

"I think he had a pretty severe rebuff, but he has told a great many pleasant things since that day, so you see he was not disheartened.

"Some people would say, I know, that I ought to tell them how bad stealing and lying and fighting are; and yet as long as they will listen to me while I say 'Do be honest, do be truthful, do be kind,' I shall not keep the other things before their minds."

The young teacher sat down as modestly as she had risen. It was unanimously voted that whatever might be said for other methods, hers—which she did not even call a method—had commended itself.—*Youth's Companion*.

LEND A HAND

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in; ●
Lend a hand."

"A LESSON OF MERCY."

We have advised that a portion of the summer days be spent in reading with the avowed purpose of gathering a store of helpful suggestions, new methods, gems of thought, and stories for various occasions. To make advice worth much, one must practice what she preaches, so we will tell of

one of the times when "the proof of this pudding was in the eating."

Once upon a June time, a volume of Cary's poems and an hour to spend with them came hand in hand. Following "whither the heart led," we turned to Poems for Children and found golden grain.

Once upon an oppressively hot day, in the following fall, in the midst of a recitation, a small hand waved vigorously. In response to an inviting, "What is it, Walter?" a childish voice said in a confidential tone: "Say, I'm tired an' hot!"

Tired and hot! A glance at other faces, moist and flushed, at the tot who was taking a nap, at the thermometer which like the eagle was soaring "onward and upward," was convincing proof that Walter voiced the feeling of the majority.

Now it wasn't on the program to have "rest exercises" at that hour; and an important, carefully prepared lesson was in progress. But then, it wasn't on the program either for the weather to be so warm that it wilted the crisp interest of the pupils.

A good program should be judiciously elastic; and "the best laid plans of mice and men" (and teachers) may "gang agla" when children are tired and hot. So Walter's confession was met with a kindly, "Your *papa* has to work no matter if he *is* tired and hot. So you be a little man and try to finish your lesson clear down to the bottom of your slate. And then—perhaps we will have something that will rest us."—The recitation was closed in less than half the time the program allotted to it. Then came a favorite song and game:

"I wish, dear little playmate,
You would skip with me to-day
While all the children clap in time
And help us in our play.

"And now our skip is over
I'll take you to your place
And then to thank you for the skip
I'll make a bow with grace."

Some were too timid to skip, but all liked to "clap in time," and none were sleepy, and everybody had forgotten how warm it was by the time the "skip was over."

Then said the presiding genius, "I know such a nice story.

It begins about two little boys, I wonder if there are any boys like them, here in this room now."

"A boy named Peter
Found once in the road
All harmless and helpless,
A poor, little toad."

"How many of you ever saw a toad? What do you do when you see one? What do you think Peter did when he saw this little toad? The story says:—"

"He ran to a playmate,
And quite out of breath
Cried, 'John, come and help,
And we'll *stone* him to death!'"

"What would *you* have replied if you had been John? What does the Band of Mercy pledge say? What do you think John said? This is what the boys *did*:"

"Then picking up stones,
The two went on a run,
Saying, one to the other,
'Now, won't we have fun?'"

"Thus primed and all ready,
They'd nearly got back,
When 'a donkey came
Dragging a cart on the track.

"Now the cart was as much
As the donkey could draw,
And he came with his head
Hanging down; so he saw,

"All harmless and helpless,
The poor little toad,
A-taking his morning nap
Right in the road."

"What do you suppose the donkey did? Would it be fun for him to put his hoof on the toad, when it was right in his way? Well, he was more kind than the boys, *he* didn't think it would be fun to hurt the toad."

"He shivered at first,
Then he drew back his leg,
And set up his ears,
Never moving a peg.

"Then he gave the poor toad,
With his warm nose a dump
And he woke and got off
With a hop and a jump.

"And then with an eye
Turned on Peter and John,
And hanging his homely head
Down, he went on."

"What do you think the donkey would have said to Peter and John if a donkey could talk? I wonder if he would not have said: 'I am only a stupid donkey but I know how to be *kind*. I have a heavy, heavy load to draw, but I could stop a moment to wake a little toad. *Boys* know a great deal more than donkeys and so ought to think of more kind things to do.' How do you suppose the boys felt when they saw how kind the donkey was? What do you think they did with the stones? I think they felt ashamed and dropped them, because

" 'I can't kill the toad, now,'
Says Peter, 'that's flat,
In the face of an eye and
An action like that.'

" 'For my part, I haven't
The heart to,' says John.
'But the load is too heavy
The donkey has on.'

" 'Let's help him'; so both lads
Set off with a will
And came up with the cart
At the foot of the hill.

"And when each a shoulder
Had put to the wheel,
They helped the poor donkey
A wonderful deal.

"When they got to the top
Back again they both run,
Agreeing they never
Had had better fun."

Then the children drew pictures of John and Peter, and the toad and the donkey.

"IF WE COULD—"

Jimmy seemed so straight forward and outspoken that his teacher was puzzled at the sly mischief that went on near wherever he sat.

By and by, she noticed that whenever an article was found and an owner sought, Jimmy was ready to claim it. He was from a good family, well dressed, and had no lack of handkerchiefs, slate pencils, top-strings and mittens that he insisted he had lost.

"My mamma says I'm not well to-day, and may I go out whenever I feel sick? I lost the note she gave me," he said one morning, looking appealingly into his teacher's face. Permission was given, and that day and the next he felt sick quite frequently, judging from the time he spent "out in the air." "Is that your boy that keeps a runnin' to the pump?" inquired the janitor respectfully. Passing quickly through the hall, his teacher reached the front door in time to see Jimmy skip through the gate.

"I think you are well enough now to stay in the house till recesses," she said.

Jimmy had a knife, that is he *owned* one. The teacher had it most of the time because of the forbidden things he did with it. It was a pretty, expensive knife with J. on the handle. After it had lain several days after a third confiscation in the teacher's desk, he came up at recess and said winningly, "I'm sorry I used my knife in school. If you will try me again, I will keep it in my pocket all the time."

It was returned to him. In less than fifteen minutes his teacher passed to his desk and found him industriously scraping the back of his desk mate's reader with that self-same knife.

Thereupon she resolved to call to see his mother. Unavoidable engagements detained her for a week.

When she called she was greeted cordially, and many kind things were said about Jimmy's progress. "Jimmy is so mischievous," said his mother, "I just don't know what to do with him, sometimes. But it is such a comfort to know that I can trust him, he is so truthful, I can believe every word he says."

The conversation flowed on smoothly.

With the reason for her call in mind, the teacher said: "I'm sorry about Jimmy's knife, he was so proud of it, it really seemed a pity that—"

"That he lost it," broke in his mother unsuspectingly. "It is too bad! He has been begging me for a week to buy him another. I will do so the next time I go down town."

"*Lost* the knife with J. on it!" exclaimed his teacher. "It is in my desk. I took it from him for disobedience last week!"

An embarrassing pause followed. Then the teacher asked gravely, "What was the matter with Jimmy several weeks ago, that you wrote to have him excused from the room, whenever he asked?"

"There was nothing the matter with him. I wrote no note," replied his mother.

Oh *if we could*—if we only could solve the problem of how to reach and control and make nobly self-controlling, such children as Jimmy, what a world of good it would accomplish!

DEPARTMENT OF PEDAGOGY

[Conducted by ARNOLD TOMPKINS.]

MORAL SUASION AND CORPORAL PUNISHMENT.

Pupils are corrected by one of the two methods—moral suasion or corporal punishment. Both are suasions, but there is difference in the point of touch.

Moral suasion consists of two distinct steps. The pupil must first be led to see the relation of his wrong act to the institution of which he is a part—to think of his conduct in relation to the purpose of the school. Most cases of improper conduct in school arise from thoughtlessness. When a pupil thinks on his act and interprets it in the light of the work of the school as a whole, his conduct can generally be trusted to himself. By far the most important work of the teacher in correcting pupils consists in developing in them a clear insight into school conduct. When a pupil has committed an offence, the first thing for him to do is to stop his other work and reason out why a pupil should not do as he has done. And this explanation should be made in a way to include all other

forms of wrong doing. The teacher is not so much concerned with the particular violation under question as with the disposition in the pupil which the violation indicates. It is this disposition which needs to be corrected. This means that the correction should be universal. The disposition which made this act possible may bring forth evil acts indefinitely. Hence the teacher must not so much seek to prevent the recurrence of the particular act under question as to destroy the source of all bad acts.

After the pupil has revolved the matter carefully and has made a clear explanation of his proper relation to the school, the case should be dismissed. To take any further step now would be to challenge the pupil's motives. Of course the pupil may not desist from evil conduct; but this may be from habit and lack of self-control, as well as from lack of good intention. In fairness to the pupil, the case must be treated on the former assumption; and the pupil must be permitted to re-explain, as if he had not seen the matter as clearly as he supposed in the previous explanation. It may prove finally, however, that the pupil really intends to make mischief. In this case, he must be required, after he says that he sees his duty clearly, to state what he intends to do in regard to the matter. If he says that he expects to continue in his bad conduct, the way is clear, for he is then out of school. If he affirms that he will behave in the future, nothing more is to be done. He cannot persist in this evil conduct without confession of weakness or falsehood. Either case is equally fatal to his school attendance after due proof of the fact in question.

Such is the course of moral suasion. It moves inevitably to the correction of the pupil or to his exclusion from school. The latter end is to be deplored. But what is to be done? Is there no third step to apply to those whom moral suasion cannot reach? None of universal application. When the pupil's will proves to be firm and resolute against the law and order of the school, nothing but the application of physical force has ever been suggested. But it is obvious at once that such means applied to the university student would make matters worse; the college student could not be persuaded thereby; and there is something in the personal pride and

dignity of the high school pupil that would resent such treatment. We cannot speak thus positively in passing downward from the eighth grade to the kindergarten; and yet are we not willing to exempt the eighth grade and perhaps, the seventh also? And below these would it do at all to apply corporal punishment to the large number of refined, sensitive and well-meaning children?

It thus appears that corporal punishment is not a universal mode of correction. No one believes in its general application; and many deny its virtue altogether. Even laws have been passed forbidding the teacher to lay hands on the pupil in way of punishment; yet there are those who would not spare the rod lest they spoil the child. There are questions which have two sides; this may be one of them.

Do not those who condemn it altogether do so because it is an improper method for the great mass of students, and only suitable, if at all, to the exceptional few; and because, moreover, when it might be otherwise proper it is applied in anger, and in a way to injure the body of the pupil? For these reasons it is thought safer not to use it at all, than to do so indiscriminately; and with the further risk of its being used by the high-tempered and reckless teacher. In this, the law prohibiting corporal punishment is well grounded. And yet cannot any one point out in some community a wrong-headed, tough urchin who would not be degraded by chastisement with the rod; and who would be improved thereby, one who, all would agree, must be managed by such method at the hands of somebody?

Are there not pupils whose integument is the only avenue to the mainspring of conduct? Some appeal must be made; and if no other motive to action is available, why not stimulate the sensations? This, therefore, is not a third step added to moral suasion, but only one of the methods of appeal made necessary because of the absence of higher motives to action. And in this lies the disgrace of corporal punishment. It is not disgraceful because it is a painful physical operation; if so the amputation of a limb would be most shameful; but there is degradation in corporal punishment in assuming the absence of anything but animal sensibilities as a motive to conduct. In all corporal punishment, the will must be

reached; and thus it is a method of moral suasion. Corporal punishment is simply the lowest mode of appeal. The teacher appeals to the pupil's pride, to his sense of justice, to his love of parents, to his respect for teachers, etc.; but when there is no effective motive on the higher, rational plane, the teacher must descend through the scale, until he finally reaches the physical organism. The pupil must be taken on the plane of his present life in order to elevate him above his present life. Punishment, as well as instruction, must proceed on the apperceptive basis.

The whole question is this:—With the instincts, passions, and motives of pupils as they are, can an effective appeal always be made without some form of corporal application? Can any one show that it is improper under all circumstances for a teacher to lay hands on a pupil by way of correction? Suppose an intoxicated and enraged pupil break boisterously into the school room and assault a pupil against whom he is enraged, should not the teacher extemporize a police force and exclude him from the school room? A teacher can readily imagine a hundred instances in which hands should be laid upon the pupil. All of which may be most improbable, but serves to prove that the application of physical force is a proper thing in itself. But aside from such special outbreaks, are there not cases now and then, among your pupils, in which a kindly corporal chastisement might save society from having to inflict more barbarous punishment later in life?

Suppose in all such cases, the teacher be forbidden to use corporal punishment, somebody must do it. Society has yet found no way to avoid laying hands on some individuals. However squeamish we may be about the matter, the individual must yet receive corporal punishment by some authorized agency of social welfare. The moment a school board forbids corporal punishment, they at once are brought to feel the need of some one outside the regular teaching force to perform the unpleasant duty. Just now in one of our largest cities the board are brought to consider the establishment of "parental schools;" where it is the presumption, the teacher may inflict such punishment as the law permits the parent to inflict. If this board had, in the first place, kept quiet on

the question of corporal punishment, trusting to the selection of a proper teaching force as the best means of solution, they would not have been brought to the humorous situation of having to legalize the practice of corporal punishment. And if the board shirks the duty of providing for pupils who must be appealed to on the physical plane, the civil authorities must prepare to make such appeal. If a boy is not decently switched in school by the teacher, he may be indecently cudgelled by the police after expulsion from school.

The last thing the public school should permit is the withdrawal or the expulsion of the pupil from school. The welfare of society requires that every child should have a public school education. Along with the spread of the doctrine of compulsory education--the logical conclusion from the doctrine of a free public school supported by the taxation of all--must follow the corollary requiring that some means be provided to the fullest extent possible for holding the badly behaved element in school as long as possible, whoever may have to discharge the police duty. Such pupils need the public school more than do the others.

But if the law and sentiment against corporal punishment are not wholly correct, they will serve to correct the outrageous abuses of the once prevailing system by limiting corporal punishment to the exceptionally few cases to whom at most it is applicable, and by causing teachers to be more artful and patient in the uses of proper and universal methods of reform. In fact a teacher should not expect to use corporal punishment--should be resolved not to do so if you wish--but that he may render the most efficient disciplinary service, no school board should tie his hands by publicly forbidding its use.

PRIMARY DEPARTMENT

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

"THE PINE TWIG."

In the morning there were several little pine twigs on the teacher's table. There was quite an animated lesson on these little branches, finding and telling that the leaves were like

needles and that they grew in bunches. They told many things about the little cones, where the seed was found and how it looked. They also said they thought the pine especially beautiful in winter when nearly every green thing was gone and they seemed especially pleased to recognize the pine as one thing quite common for Christmas decoration. This is only a part of the language or science lesson (or both) that the children had in the morning.

In the afternoon these little first year children came again around the table and very quickly told the teacher what they had found out in the morning. This, of course, was purely review work. The teacher then told them to lay the twigs aside and notice carefully what stories her chalk would tell. She printed on the board only such things as they had told her about the pine twigs. The first sentence was, "I see a pine twig," and every child was anxious to tell her the story her chalk had told. Then followed several sentences, among them the following:

"The twig has a little cone."

"The pine leaves are like little needles."

"There are seeds in the little cone."

"The leaves are always green."

There were several other sentences beside these. The teacher used three printed words that were new, cone, needles, and queer. When a sentence was put on containing one of these new words and some child said he did not know that word, (pointing to the new one); she first tried to see if he could get it by giving the sounds of the letters and if this failed with the class she told them the word. The interest of every child was held closely to work from beginning to end. There was a great deal of quiet enthusiasm and push in the teacher which counts for more than one can tell, but the children only seemed intensely interested in finding out the "story the chalk told them."

As a final fixing of the points in the recitation the teacher would point to the sentences promiscuously and ask for the stories they told. Sometimes she would tell the story and ask them to find the sentence on the board that told that particular story. After this review was carried on quite thoroughly, she gave each child a little sheet of paper on which

were printed all the sentences she put on the board. She told each child to read the stories to his mamma that evening; read them over two or three times to her until she would know all about the little pine twigs they had been talking about. (The teacher had printed these the evening before, using a common pad.)

It is difficult to speak of all the good features in such a lesson as this. Besides the reading phase, which was well done, there was so much interest and enthusiasm, so much life and uplift in the fifteen minute exercise that even those of us who only looked on felt the better for being there.

ONLY THE THREE R'S FOR CHILDREN.

No one disputes the fact that reading, writing and arithmetic are very important factors in education. From the child's first entrance into the world he is an integral part of society. His whole life will be in giving and taking from this surrounding element. His value both as an individual and as a member of society is measured by his relation to society, what he gets and what he gives in the broadest sense.

The avenue that connects the child with society is, of course, language, spoken and written, and with this comes computation, a very necessary element when one person deals with another. No one disputes the fact that reading, writing and arithmetic are very essential in even the most meager education. It is his view that places the language studies in the front and subjects and subordinates everything else to them. So it has come about that the three r's have formed the main part in the primary school work.

But when this is said the question comes back to us, is it true, after all, that the flower, the tree and the bird have no relation to the child, no lesson, no part in his life? Does the world of nature play no part in one's life - only the world of man? Are all these foreign to the child's life and development? Is it a waste of the child's power and time to admire the pretty flowers and birds; to plant his seeds and watch them grow? Isn't it really a great mistake that the child has been born into this world of nature if he should pay no attention to it, for at best a child is so continually brought face to

face with this other world that much of his time is taken up in becoming somewhat acquainted with it.

The child is brought into the world which is made up of nature and man and even if his value is determined by his relation to society, isn't society itself very much influenced by the surrounding world of nature? Isn't the understanding of the forces in the natural world that gives us all our machinery for lessening labor, steamboats and steam cars for transportation, electricity for almost instant communication, as well as light and power, isn't the understanding of these facts of nature and ability to apply them, a great factor in an individual's relation to society? How about the interest in the vegetable world? Is it all a mistake to have departments in schools supported by the state devoted to experiments in best ways of raising potatoes, corn and wheat? Or may it be that a knowledge of these facts helps the human race in its struggle toward higher, better living?

While the social world of which each person is an organic part must be understood, so also must many phases of the natural world, and for the highest development of the race some persons must make an exhaustive study of these facts. Again, no one can fully understand the civilization in which he has a part if he knows nothing of this other world. He cannot understand his fellows without it. And isn't there a cultivation of his eye for color and symmetry, of his ear for music and harmony that brings better feelings, more delicate consideration and broader sympathies? The child's kindness to the kitty and the dog is but the exercise of the same self that we hope he will exercise to his brother, sister and neighbor.

Suppose for the first three or four years of the child's school life, say until he is nine or ten years, his attention is never directed to this world of nature, what is its probable influence on his life? Never in all this time has he been asked to notice the winds and storms, never the habits of insects and birds, all of which have been around him all his life, what will be his attitude not only toward this world of nature but of man as well--what will it be?

To be sure there are many of the schools of Indiana where other things than the three r's are taught. Music and drawing

and lessons on the elementary phases of the sciences have come to stay. But it is just as true that there are many, many schools in which nothing is done but the work in reading, writing and arithmetic. We have usually thought that the schools that do this and nothing more are the country schools. Such is not the case. There are many graded schools in the state, schools in which the teacher has but one class that never give the children a single glimpse into nature; schools in which no attempt is made to teach even the merest rudiments of music, schools in which drawing is unknown. But in these same schools the teacher sometimes "finishes" her work for the day a half or three-quarters of an hour before school closes and puts in the rest of the day reading a story.

I don't object to the story if it is the right kind. But three quarters of an hour is three or four times as long as such a reading period should be. Reading that has for its half-understood purpose to "kill time" till the gong sounds does very little good if any at all. I have been in a school where the teacher read until the pupils were completely tired out and tried to occupy themselves in various ways until she should stop. If only some of these teachers could see that if a part of such time were spent on elementary physics, botany, zoology, music or drawing, the pupil's interest in the work and the good results would be infinitely greater.

It is no wonder so many of the pupils drop out of school below the sixth and eighth years. Many of them are literally starved out. The school becomes a mill, a grind and many a soul hungering for more than reading, writing and arithmetic has quit school blindly groping for a completer life. Why not introduce them to music, drawing and nature, the world which is legitimately their own?

HOLD TO THE SUBJECT.

It is one of the easiest things in teaching to have plenty of talk during the recitation period and yet not have a recitation. It is an easy matter for the teacher to fill time and to make a show of animation and work by asking three or four questions where one would not only do but be better; by

the senseless and monotonous repetition by the teacher of whole recitations exactly as made by the pupils; by stories told by the pupils that are faintly suggested by the lesson or by another pupil's story. All this makes noise, keeps up an appearance of work when the real recitation may be wholly absent. The average teacher should have burned into his being, *hold to your subject*. If the teacher wishes to draw the pupils into conversation (purposeless or otherwise) he should set apart a certain time for doing it. When he has a lesson on interest, the Rocky Mountains, the relative pronoun, or a simple little lesson in reading or numbers, he should teach the child that the particular thing for recitation to-day should be held to until mastered, or the recitation period is ended. Teach the pupils, big and little, to stick to a thing until it is finished.

The class was reading "The Harvest Mouse" in the Second Reader. During nearly all of the recitation the book was not looked into at all, when a true reading lesson consists in getting the thought the language conveys and it is necessary to consult the language to determine what this is. The following is a part of the recitation:

Teacher.—What do you mean by grain?

Pupil.—Wheat, rye, oats and corn.

Teacher.—What color are they when ripe?

Pupil.—They are yellow when ripe.

(Hands were raised and the words "Miss J." distinctly heard from several children.)

Teacher.—What is it, Alice?

Pupil.—O, Miss J., I saw a very large field of wheat almost as large as this room and it looked white.

Teacher.—I think you are mistaken for it is always yellow when ripe.

Pupil.—Miss J. is the wheat stalk yellow to the bottom?

Teacher.—Yes, it is. Now who can tell how the harvest mouse is different from the common mouse?

Pupil.—It isn't as large and is brown instead of gray.

1st. Pupil.—Miss J., I am going to the country this summer and I can see some then.

2nd. Pupil.—Miss J., I was out to my cousin's in the country last summer, and we found a nest with four little mice.

3rd. Pupil.—Miss J., we had so many mice and Papa got a mouse trap and we caught three.

4th. Pupil.—Last summer I was out to Grandpa's and when they hauled the wheat in we found four little mice and gave them to the kittens.

Teacher. Well we'll have to leave the lesson now and talk about the harvest mouse again to-morrow.

Instead of a reading lesson, it was turned into a desultory conversation on color of grains when ripe and stories of the mouse part of the lesson and the harvest suggested to the children. I certainly think talks on grain and harvest and the children's experiences with each are very helpful but they were foreign to this reading lesson, nothing in the lesson justifies it. This is an illustration of a great deal of the reading work and I might say of the number work as well. Don't forget that one great thing to remember in teaching is to know exactly what *should* be gotten out of each lesson and then persistently work toward getting it.

THE SCHOOL ROOM

Conducted by GEO. F. BASS.

A GEOGRAPHY LESSON.

The reader, by referring to the last number of *THE JOURNAL*, will find that we were talking about the pupils' having made a close observation of the phenomena of the rising and setting of the sun, and of day and night; that they had observed that it rises and sets farther north in our country in the summer than it does in the winter, and that the days are longer in summer than in winter. They do not yet understand that it is the motion of the earth that causes all of these phenomena. It is the purpose of the teacher to help them to understand this now.

He took a globe and made a blue chalk mark on one side and a white mark on the opposite side. Turning the white mark toward the pupils, he asked, "In what ways could you see the blue mark?"

Pupil.—We might go around on the other side, or you might turn the other side toward us.

Teacher.—When it becomes dark, which do you think happens—does the sun go around on the other side of our earth that we have said is a great ball, or does the earth turn the other side to the sun?

This is a new question to them, and of course they answer from appearance. They said that the sun goes around on the other side when it is dark on this side. The teacher was expecting this kind of an answer, so he did not seem at all disconcerted. He quietly said, "Might the earth turn around?"

Pupil.—No, sir. We would fall off if it did.

Of course there is nothing to do but to tell these children that the earth does turn on its axis, and that we do not fall off. Recognizing this, the teacher lost no time in having them make wild guesses. He said, "Well, you cannot understand it all now, but there is something that keeps us from falling off, and the earth does turn over once every twenty-four hours."

Pupil.—Is the turning of the earth what makes the sun set?

The teacher held the globe before the class, and about on a level with the eyes of the pupil who asked the question. He then turned the white chalk mark toward the pupil and said, "Now, suppose your eyes were the sun, and suppose this mark could see; now, as I turn the globe toward you, might not the little mark think that you were moving? If I keep turning it the mark will be out of sight of the sun (your eyes), and it could say that the sun has set. Well, do you see that if the earth does turn over that it would make us have night and day, just as we now have it?"

Pupil.—Yes, sir. But it seems so strange to think that the earth turns over every day.

"So it does," said the teacher. He then, in a few words and in a simple way, told them what the people thought about this in the time of Columbus, and how, after several years, a vessel sailed around the earth without falling off. He told them that the people were finally convinced that the earth is round like a ball, and that it turns over every day, and that no one has ever fallen off of it. The children still thought it very "funny," as one little fellow put it. But from the teacher's illustrations the class seemed to see that the

turning of the earth on its axis would account for the phenomena of the rising and setting of the sun, and day and night. This is one point that the teacher proposed to make. He then proceeded to account for the apparent north and south movement of the sun. Note how he began. He appealed to the pupil's experience.

Teacher.—Does the sun ever shine directly over your heads at noon? There were some who had never noticed whether it does or not, but most of the pupils had. One said, "No, sir; it is a little south of us at noon." "When is it farther south, in the summer or the winter?" "In the winter," by a chorus of voices. Just here a little girl seemed anxious to tell something. The teacher gave her permission to speak, and she said, "Last fall when school opened, our teacher had us to mark on the school room floor just how far the shadow of our flagstaff that stands in the yard south of our room, came at noon. We watched every day and marked it every Friday at noon. It came in farther and farther until school was dismissed for the Christmas holidays. After holidays it grew shorter and shorter until it was just about where it was when school opened in the fall. We thought this very strange, and asked the teacher what made it do that way. She said that we could not understand all about it then. But she darkened the room and lighted a lamp and stood a crayon on one end and told us to watch the shadow. As she moved the lamp away from the crayon the shadow became longer. She then put the lamp on the table and moved the crayon from the lamp, and the shadow became longer just as before. So we said that the sun must have moved away from our flagstaff or else the flagstaff must have moved away from the sun, and we didn't know which. Our teacher said we would learn some time. Now, I would like to know which it is."

This is quite a speech for a third reader pupil to make, but they are able to make more speeches than they are given an opportunity to make. Pupils are not allowed to talk enough, and often the teacher talks too much. The pupil who said that the earth is flat, said that he knew how it looks. "How does it look?" asked the teacher. "It looks as if the sun moves, but things are not always what they seem."

Teacher.—Yes, but it does not. It is the earth that moves.

Pupil.—How do they tell which it is that moves?

Teacher.—I am not certain that I can make you understand that now, but I'll try. Did you ever see two railroad trains standing side by side, and after you got into one, look out at the other and think that your train was moving from the station; but upon looking at the station find that your train was standing perfectly still and that the other train was moving?

Several had noticed this. The teacher then told them that astronomers had found out in much the same way that the earth is moving instead of the sun. Of course, the children could not understand this as they will when they are older, but the teacher had given them something to think about.

The teacher is now about ready to present the point that he proposed to teach, as announced last month. We shall have to put off our report on the "presentation" of the point till next month as this article is already too long.

FRIDAY AFTERNOON.

THE DISCONTENTED SIX.

Six little buttercups, out in the field,
Out with the clover and grass,
Wishing all day they could stand by the fence
Watching the people who pass.

Six little daisies outside of the fence,
Wishing and wishing all day
They could hop over, run off through the grass,
And there with the buttercups stay.

So the six little daises never look
At the people passing by.
And the six little buttercups never play
Hide and seek in the grasses high.

But six in the field are yellow with grief,
Six in the lane are white with woe,
And the summer's here, and the summer'll pass,
As summers always come and go.

And the white and gold in lane and field,
Ere the first red apples fall,

Will be packed away with the farmer's hay,
And never a summer at all.

—A. M. L. Hawes.

TAKING AIM

There were four little boys	Well, they started together
Who started to go	And travelled along.
From the very same spot,	But John, Don and Harry,
To make tracks in the snow	In some way went wrong:
Who made his paths straightest;	But Phil made his path
They laid in their plan,	Nearly straight, and they wondered,
Of all the contestants	When all tried alike,
Should be the best man.	Why they had blundered.

Now, this little four	Then Philip rep'ied:
Were Philip and John,	"The reason you see:
And merry-faced Harry,	Though no harder I tried
And sober-eyed Don:	To succeed than you three.
The best friends in the world,	I pushed for that oak,
And full of invention	Going forward quite ready,
In play, but they seldom	While you struggled on,
Were found in contention.	Without aim and unsteady."

Now, you see my dear boys,
 What such lessons teach—
 If there is a point
 That you wish to reach,
 A position in life
 At all worth the naming.
 If you gain it, 'twill greatly
 Depend on your aiming.

—*Marie S. Ladd in The Christian Union.*

THE BEST WAY.

If I make a face at Billy,
 He will make a face at me,
 That makes two ugly faces.
 And a quarrel, don't you see?
 And then I double up my fist
 And hit him, and he'll pay
 Me back by giving me a kick.
 Unless I run away.

But if I smile at Billy,
 'Tis sure to make him laugh;
 You'd say, if you could see him,
 'Twas jollier by half
 Than kicks and ugly faces.
 I tell you all the while,
 It's pleasanter for any boy
 Or girl to laugh and smile.

—*The Religious Herald.*

THE DAISIES.

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the night.

And often while I'm dreaming so,
Across the sky the moon will go;
It is a lady sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

—Frank Dempster Sherman.

"THE LITTLE BIRD TELLS."

FOR A SMALL BOY.

It's strange how little boys' mothers
Can find it all out, as they do,
If a fellow does anything naughty.
Or says anything that's not true,
They'll look at you just for a moment,
Till your heart in your bosom swells,
And then they know all about it,
For a little bird tells.

Now, where the little bird comes from,
Or where the little bird goes;
If he's covered with beautiful plumage,
Or black as the king of crows;
If his voice is as hoarse as the raven's,
Or clear as the ringing of bells,
I know not; but this I am sure of—
A little bird tells.

And the only contrivance to stop him
Is just to be sure what you say—
Sure of your facts and your fancies,
Sure of your work and your play;
Be honest, be brave, and be kindly;
Be gentle and loving as well,
And then you can laugh at the stories
The little birds tell!

—Selected.

TOM.

Yes, Tom's the best fellow that ever you knew.

Just listen to this:—

When the old mill took fire, and the flooring fell through,
And I with it, helpless there, full in my view,
What do you think my eyes saw through the fire
That crept along, crept along, nigher and nigher,
But Robin, my baby-boy, laughing to see
The shining? He must have come there after me,
Toddled alone from the cottage without
Any one's missing him. Then what a shout—
Oh! how I shouted, "For Heaven's sake, men,
Save little Robin!" Again and again
They tried, but the fire held them back like a wall.
I could hear them go at it, and at it, and call,
"Never mind, baby, sit still like a man!
We're coming to get you as fast as we can."
Still on a beam, his little straw hat
Carefully placed by his side; and his eyes
Stared at the flame with a baby's surprise,
Calm and unconscious, as nearer it crept.
The roar of the fire up above must have kept
The sound of his mother's voice shrieking his name
From reaching the child. But I heard it.

It came

Again and again. O God, what a cry!
The axes went faster; I saw the sparks fly
Where the men worked like tigers, nor minded the heat
That scorched them,—when, suddenly, there at their feet,
The great beams leaned in—they saw him—then, crash,
Down came the wall! The men made a dash,—
Jumped to get out of the way,—and I thought,
"All's up with poor little Robin!" and brought
Slowly the arm that was least hurt to hide
The sight of the child there—when swift, at my side,
Some one rushed by, and went right through the flame,
Straight as a dart—caught the child—and then came
Back with him choking and crying, but—saved!
Saved safe and sound!

Oh, how the men raved,
Shouted, and cried, and hurrahd! Then they all
Rushed at the work again, lest the back wall
Where I was lying, away from the fire,
Should fall in and bury me.

Oh! you'd admire
To see Robin now: he's as bright as a dime,
Deep in some mischief, too, most of the time.

Tom, it was saved him. Now, isn't it true
Tom's the best fellow that ever you knew?
There's Robin now! See, he's as strong as a log!
And there comes Tom, too—

Yes, Tom was our dog.

--Constance Fenimore Woolson.

EDITORIAL

THE Columbian Teachers' Bureau of Nashville, Tenn., is reported *fraudulent* and a letter from this office has secured confirmation of the report. The JOURNAL tries to be careful in regard to its advertisements and never knowingly admits one that is of doubtful character. However, it is occasionally deceived as in this case. These mistakes are greatly regretted but cannot be entirely avoided.

ANSWERING STATE BOARD QUESTIONS.—When a question is simple, or when its answer can be readily found in the ordinary text-book, no answer is given. The space of the JOURNAL is reserved for matter more valuable to teachers. These questions are answered by W. F. L. Sanders, superintendent of the Connersville schools and in case any desired answer is omitted, please write to Mr. Sanders and he will gladly supply it.

THERE is no "official" route to Denver. The writer was appointed State Manager by the National Association and was instructed to announce no official route but to leave teachers entirely free to go by whatever route was most convenient, as the rates will be the same by all routes. This course has been pursued. The State Association has appointed two persons, D. K. Goss and D. M. Geeting a committee to work in connection with the State Manager to make arrangements and urge a large attendance of Indiana teachers. These committee men have to go by some route of course but not all are going by the same route. All routes are equally open at the same rates. Read the several advertisements by the various routes and then select the one deemed most desirable. The price for a round trip ticket from Indianapolis is \$33 and from all other points at the same proportionate rate. Remember that the price is the same over all the roads and that if one road cuts the price all the others will do the same thing. It is to be hoped that Indiana will have a creditable delegation at this national association.

WITH this issue a number of subscriptions to the JOURNAL expire. The renewal of these subscriptions is earnestly solicited. The JOURNAL never boasts of what it is going to do but will simply call attention to the fact that its present corps of contributors, Arnold Tompkins, Sarah E. Tarney-Campbell, George F. Bass and Mrs. E. E. Olcott are all persons who stand in the front rank of their profession and are fully abreast the best thought and the best method known to the pro

fession. In addition to these a large number of persons have agreed to contribute articles on special subjects that teachers are now greatly interested in. Among them may be mentioned Jonathan Rigdon, of the Central Normal College, who will contribute a series of articles and answer the questions on Shakespeare's Henry VIII and The Tempest which are to be a part of the Reading Circle work and the basis of literary examinations. Those who remember Prof. Rigdon's answers to the Shakespeare questions last year need not be assured as to his ability to do the work in a masterful way. Other special announcements will be made later. Teachers may rest assured that the best possible talent will be secured and they will get through the JOURNAL the best educational thought obtainable. After forty years of faithful, earnest work for the teachers of Indiana the JOURNAL feels confident of their continued support.

THE TEMPERANCE EXAMINATION.

In last month's JOURNAL it was stated on what was regarded good authority that *all* teachers would have to stand an examination on the effects of alcoholic drinks and narcotics on the human system as provided by the new law. It has since been learned that the statement made was not entirely correct. All teachers hereafter examined will have to take this branch and all teachers holding exemption licenses will have to be examined on this one branch, but teachers now holding valid licenses will not be required to take the subject until their next examination. Doubtless most teachers will at once prepare themselves and be ready to teach the subject whenever required.

THE COUNTY SUPERINTENDENCY LAW.

The new law changing the time of electing county superintendents, the constitutionality of which is in controversy, is now before the Supreme Court and is likely to be passed upon at an early date. A case was brought in Hancock county and the decision was against the new law. An immediate appeal was taken to the Supreme Court. This Court has advanced the case on its docket and may hand down a decision before it adjourns for its summer vacation. If not a decision is confidently expected early in September. State Supt. Geeting has made an appeal to the court for an early decision on the score that public interest demands it. Both the present incumbents of the office and the applicants for appointment are anxious for an early decision. The impression that the incumbents desired delay with the view of holding over is erroneous, for the reason that in case the law should be sustained their salary would have to be refunded. Most superintendents, present and prospective, wish to teach if they do not superintend and school trustees do not wish to employ them conditionally, with a liability of being left without a teacher at the very opening of school. Whether this law stands or is declared null and void, a change should

be made so as to have the superintendent elected the June after the trustees come into office and then the election should be for four years.

Later.—The Supreme Court has adjourned for its summer vacation without rendering a decision. It is understood that the matter will be taken up September 17.

CONCERNING THE TEACHING OF THE EFFECTS OF ALCOHOLIC DRINKS ON THE SYSTEM.

D. M. Geeting, Superintendent of Public Instruction, has issued a circular to the county superintendents instructing them in regard to the teaching of the effect of alcoholic drinks on the human system. He says:

"The law requiring the teaching of the nature of alcoholic drinks and narcotics and their effects on the human system, passed by the last General Assembly, by the provisions of that act will be in force from and after the 20th day of June, 1895.

"Your attention is called to one or two provisions of the law to guide you in the examination of your teachers.

"1. It is manifestly an additional subject in the common school curriculum and the examination for the teachers of the State is mandatory. Teachers holding licenses in the several counties may be required to take this examination as their licenses expire.

"2. Persons who are exempt from examination under the laws of 1889-1893 will be required to take the examination in this subject because of the provision of the law of '93 which expressly says: 'If such person shall, during such exemption, seek employment to teach other or higher branches in the common schools of this State other than those branches which were included in the examination upon which said three years' license was issued, then he or she shall be examined in such additional branches.'

"3. This does not in any way affect the teachers who hold State licenses, residing in your county, unless the State Board of Education in whose hands the subjects for this examination is placed by the law, should authorize such examination. For similar reasons this will apply to holders of diplomas from the Indiana State Normal School."

The circular announces that the State Board has been petitioned to revise the physiologies to meet the requirements of the new law, but, he says, some time will elapse before this can be done. In order to assist teachers in preparing for the new subject the circular names several books that may be used. It also announces that the Teachers' Reading Circle examination will be held on the third Saturday in July this year instead of on the second Saturday in September as heretofore.

TEACHERS' RIGHTS.

The JOURNAL has on previous occasions advocated that teachers had certain well defined claims and rights which school trustees *ought to*

respect. At the close of every school year word comes that certain superintendents and teachers of long standing have been "dropped." The JOURNAL cannot undertake to discuss the merits of these cases but will say that the presumption is in favor of the teacher, and other things being equal the incumbent teacher has a right to reappointment, because of faithful service. On the other hand a superintendent or teacher who does not keep abreast the growing demands of the schools cannot expect to be retained. But the JOURNAL's complaint is as to the *manner* of this "dropping." When a school board decides that the services of the teacher or superintendent are no longer required it should let the teacher know the fact so that he can leave the service in such a way as not to suffer humiliation. It is adding insult to injury to allow a teacher or superintendent to work up to the end of the year and then, without warning, drop him. If a superintendent is not giving satisfaction it is the duty of the board to frankly tell him so and state in what regard he is failing and this should be done in time for the fault to be corrected if the superintendent is capable of making the desired improvement. With this warning the incumbent cannot complain if, near the close of the school year, the board says, "Please find another place for the coming year." When a teacher has been dismissed and can truthfully say, "I have not been criticised and had no intimation that my work was not satisfactory or that I was to be dropped," the superintendent has not done his duty. It is the chief duty of the superintendent to point out to teachers their weak places and help them do better. When this duty is faithfully performed a teacher will always know wherein he is not rendering satisfaction. Occasionally the school board will drop a teacher or vote a teacher in without the advice of the superintendent. This ought not to occur except under peculiar conditions. If trustees will deal fairly and frankly with their superintendents and defer to the judgment of their superintendents in regard to the merits of teachers much injustice will be avoided. Teachers have a right to fair, open-handed and just treatment from the board.

QUESTIONS AND ANSWERS

STATE BOARD QUESTIONS USED IN MAY.

SPECIAL NOTICE.—The State Board of Education, at its meeting in March, adopted the Reading Circle Edition of Ruskin's Essays as the basis for literary examinations for the six months beginning with May, and studies in Shakespeare, edited for the Reading Circle, for the year beginning with November.

Questions will be prepared on these books as follows:

Ruskin's Essays.—May, *Qui Judicatis Terram*; June, *Fors Clavigera*, Letters one and three; July, *Fors Clavigera*, Letters four and six; August, *Athena in the Heart*; September, *Athena in the Heart*; October, *Ruskin as a Teacher*.

Studies in Shakespeare.—November, December, January, February, March, and April, Henry VIII; May, June, July, August, September, and October, The Tempest.

Very respectfully,

D. M. GERTING,

Pres. State Board of Education.

D. K. Goss, Secretary.

SCIENCE OF EDUCATION.—1. Define the human will. What is the difference between a volition and a desire?

2. If an individual were not free in his moral decisions would he be responsible for his acts? Explain?

3. "Appetite is the will's solicitor, but the will is the appetite's controller."—*Hooker*. What important ethical doctrine is here expressed?

4. Define a good moral act; a bad moral act.

5. Give an example of a neutral act, that is, an act that has no clear, moral quality.

6. What do you conceive to be the relation of clear moral perception to right moral action?

7. What opportunities does the school offer for giving the child correct ideas of individual possession or ownership?

8. Do you believe in giving systematic moral instruction in the school? Give your reasons.

9. How could the virtues of truthfulness and honesty be taught in the school?

10. What phases of school work appeal most directly to the will of the child?
(Any eight, not omitting the last.)

READING.—A few years since, passing a summer and autumn in Switzerland, my attention was strongly attracted to the practical sense and thorough-going democracy of its governments, both federal and cantonal. I called one day upon the United States minister in Berne, and he expressed to me the same opinion which I had formed of the Swiss institutions, saying: "This is the most democratic government in the world." These honest children of the mountains, the countrymen of William Tell and Arnold Winkleried, founded the oldest of modern republics, and founded it without one lingering trace of monarchy or aristocracy left in its institutions.—*Dr. J. M. Gregory*.

1. How would you bring out the definitions of thorough-going, cantonal, democratic, monarchy and aristocracy?

2. Who were William Tell and Arnold Winkleried?

3. In what ways would you use the selection for the teaching of patriotism to your pupils?

4. Explain some of the rules for punctuation and capitalization illustrated herein.

5. How would you undertake to demonstrate to the county superintendent that you understand the principles of good reading?

6. Your pupils having begun the study of a new reading lesson, what is your duty as the teacher?

GRAMMAR.—1. What is the utility of the study of English Grammar in the public schools?

5. What distinctions are to be made in the use of the pronouns, who, which and that? What distinctions between the auxiliaries, shall and will?

3. Write a composition of not less than 200 words outlining a course in language and grammar for the common schools, giving your ideas of the kind and amount of work for each grade.

To be graded as follows: On value of outline, 15; grammatical construction, 10; diction, 8.

GEOGRAPHY.—1. What would you observe in the character of the vegetation in making an ascent of a mountain in the torrid zone?

2. What emphasis would you place on the teaching of the geography of Indiana? Why?

3. Give the chief exports of Japan. Of China.

4. How may newspapers be made useful in the teaching of geography?

5. State the location of the Sandwich Islands. What is their importance to the United States?

6. Name two classes of islands and give the theory of their formation.

7. Name three important seaports of the United States, and state what is exported from each.

8. Of what value are *relief maps* in the teaching of geography?

9. Describe briefly the drainage of North America.

10. What would you consider the logical order in teaching physical, mathematical and political geography? Why? (*Any eight.*)

U. S. HISTORY.—1. The use of the potato as an article of food has had what effect upon civilization?

2. What is meant by the "free coinage of silver"? What would result from the adoption of such a measure?

3. What distinguishes the foreign policy of the U. S. from that of the governments of Europe?

4. Discuss the character of any president from John Quincy Adams to Buchanan, writing not less than 200 words and citing authorities for your facts and judgments. (*Answer any three.*)

PHYSIOLOGY.—Imagine yourself before a class with the eye of an ox in one hand and a sharp-bladed knife in the other. Dissect in imagination this eye, and write what you would likely say to your pupils during the talk that would naturally follow.

ARITHMETIC.—1. A commission merchant sold coffee for me and remitted \$1,960, after deducting his commission of 2 per cent. What is the value of the coffee?

2. Numbers are classified as: (a) prime or composite; (b) odd or even; (c) simple or compound. State basis of classification in each case.

3. Illustrate your method of teaching long division.

4. Extract the cube root of 64.25.
 5. A can mow $\frac{1}{4}$ of a field in 6 days; B can mow $\frac{1}{3}$ of it in 4 days. How long will it take both to mow it?
 6. Two carpenters build a house for \$2,751. They expend \$1,215 for material; one of them worked 32 days of 10 hours each, the other 24 days of 8 hours each. How much should each receive?
 7. I invest \$39,900 in 6 per cent. at 95. What is my income?
 8. What per cent. of $\frac{2}{3}$ is .875? (Any Six.)
- RUSKIN'S ESSAYS.—1. What is the theme of *Qui Judicatis Terram*?
2. What does Ruskin set forth as the first object of all work?
 3. How would Ruskin have us determine the true relations between countries?
 4. Give Ruskin's thoughts concerning wages.
 5. Discuss "The flowing of streams to the sea is a partial image of the action of wealth."
 6. "Government and co-operation are in all things the laws of life." Discuss briefly.

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. The will is that by which the mind chooses to do or not to do. A volition is an act of willing. A desire is the natural longing excited by the enjoyment or thought of any good.

2. He would not. The reason is axiomatic; there is no explanation to be made.

3. Appetite tends to influence the will to gratify its desires; but if they are not what they should be, the will may assert its power and control these desires and reject that which would be temporarily pleasant but in the end harmful.

4. A good moral act is one that is sincere, and fruitful of good; and has for its impelling force one or more of the virtues. A bad moral act is one that is insincere and fruitful of evil; and has for its motive some form of selfishness.

5. Many acts are neutral—that is they have no moral quality; some simple movement of the body, or a part of it; throwing a stone, whitening a stick, rowing a boat, etc. may any of them be done without any relation to morality.

6. Clear moral perception is at the root of right moral action. The power of the mind to see clearly the difference between right and wrong, enables the individual to keep his acts wholly within the line of right.

7. The school habituates the pupil to the occupation of a certain desk, a certain hook for his wraps, a certain position in line, etc.; the pupil also has a complete outfit for his work, in the possession of which he should be taught care and neatness. In all the foregoing the school offers special opportunities for the teacher to instill into the minds of the pupils correct ideas of individual possession and ownership.

8. Moral instruction of some kind should be given in all grades; for,

how to live right within our own sphere, and how to act right toward others are at the foundation of permanent happiness.

9. By the teacher, through precept and example, showing a high and sacred regard for them; by the use of incidents and illustrations, local and otherwise, of the practice of them, and the happy results; by never, in any way, creating a temptation to untruth or dishonesty.

10. That phase in which the pupil must take charge of himself and put himself to work; and that phase in which he must see to it that he does not break the unity of the school by any act or word.

READING.—(a) Of *thorough-going*—by some local example or illustration of an institution noted for its completeness and for its going to the bottom of things; (b) of *cantonal*—by using local political districts; (c) of *democratic*—by using local political assemblies, and noting how the members are elected and what their duties are; (d) of *monarchy*—by comparing examples learned from geography or history, with our own form of government; (e) of *aristocracy*—by an example drawn from history, and compared with a democracy and a monarchy.

2. *William Tell* is the name of a hero whose story is very closely bound up with the legendary history of the Swiss Confederation. In the story, Tell is called the "first confederate," and his feat is treated as the real and only reason why the Confederation was formed and the tyrants driven out of the land.

Arnold von Winkelried is the name of another hero whose story is connected with the early history of the Swiss Confederation. Investigation has proved the Tell story altogether mythical; and the feat of Winkelried to have been possible but not probable.

3. By calling attention in a proper and impressive manner to the daring deeds connected with the names of these persons; to their motives; to what they hoped to accomplish; to the story of the struggles of our own country in the efforts to found a democratic form of government; and to the inestimable value of such a government to its people.

5. By reading a selection and commenting on the various phases of reading illustrated by the selection.

6. It is altogether owing to the experience and age of the pupils. It may be that the teacher should drill the class on the form and use of certain words; or, in a more advanced stage, the teacher should set before the pupils a definite outline of points and questions to be worked out; or, in a yet more advanced stage, the teacher should entirely let alone the members of the class until they had spent their powers upon the selection—then apply his tests and questions.

ENGLISH GRAMMAR.—1. Presuming that it is properly taught, the utility is the power to write and speak correct English.

2. *Who* relates to intelligent beings and to things personified; *which* is used to represent things; and *that* may be used to represent persons or things.

The following constitute the usual distinctions between shall and will.

As an auxiliary, *shall* indicates a duty or necessity derived from the person speaking; as, you *shall* go. As an auxiliary, *will* is used to denote futurity dependent on the volition of the subject; or, (in the second and third persons) on the natural operation of the subject or his circumstances; as, I suppose he *will* come to-morrow, at ten; if you take poison it *will* kill you.

Will involves the idea of wish or intention, and is more appropriate in the first person as expressing the choice, intent, or decision of the speaker:

I will speak=It is my intention to speak.

In the first person, *will* expresses a resolution or a promise; as, We will be avenged. In the second and third persons *will* expresses simple futurity; as, If you visit him, you *will* find him busy.

Shall in the first person is used merely to foretell; as, I *shall* read awhile. In the second and third persons, *shall* expresses (a) a promise; (b) a command; (c) a threat:

(a) You shall have these books to-morrow.

(b) Thou shalt not steal.

(c) He shall be punished for this.

GEOGRAPHY.—1. In ascending a mountain in the torrid zone, we pass through the same gradations of climate as occur between the equator and the pole, each with its particular type of vegetation, from the stately forest and rank luxuriance of the tropics to the stunted shrubs and mosses of the polar climes.

2. It should be thoroughly taught as early as possible in the pupil's course in geography, for there are many points and parts of it that he learns from conversation, observation and the newspapers and from these as a ground-work, the points unknown to him are readily learned. Also it is proper to get home geography first, to serve as a nucleus and a guide for gathering in and interpreting the geography of other lands.

4. As newspapers give items of interest that have just occurred at various places in the world, to the pupil reading them these places become invested with a lively interest, such as cannot be aroused by the mere text of the book. The newspaper item arouses an interest in a place that leads the pupil to seek further knowledge concerning it; he feels that his work in this branch is being utilized in giving him power to read intelligently in regard to matters in various parts of the world. Let the items pertinent to the work be read in class, and let the members discuss freely in regard to the location of the place mentioned, its relative importance in various matters when compared to other places, the route to be taken to reach it, etc.

5. In regard to the Sandwich Islands, some declare that they would be of great value to the United States on account of their location, should our country become engaged in a naval war, the islands to be used as a station at which to keep supplies.

By others, this idea is much ridiculed, and the assertion made that these islands would prove to be very costly and troublesome in our endeavors to keep possession of them.

Under certain conditions, the products of these islands might be made useful to our country.

6. *Oceanic* islands are judged to be the remains of a continent, with its mountain ranges and valleys, that has sunk below the sea-level.

Continental islands are geological continuations of the main land, the strait between them and the main land often being narrow and shallow.

Volcanic islands are the product of volcanoes, the mighty internal forces of which have raised them above the surface of the sea.

Coral islands are the work of small marine animals belonging to the class of polyps which exist in great numbers in tropical waters.

8. Relief maps are valuable in aiding the pupil to form as near as possible an accurate conception of the surface of a country, as it exists.

10. *First, mathematical*, as it finds the earth in the solar system, and sets forth conditions upon which physical geography depends.

Second, physical, in which the effects of the earth's position and motions are treated, together with the effects of the sun's influence, all of which determine the various elements constituting the home of man, and his characteristics.

Third, political, in which we learn about the divisions of the world into different countries, and about the various peoples, their customs, occupations and institutions.

The World Ridge.—In answer to a query in regard to the great "world ridge," asked about in the March examination, we give the following:—The great world divide is the long chain of highlands "somewhat in the shape of a horse-shoe" that can be traced through the great bodies of land beginning at the southern point of South America, following the Andes and Rocky mountains crossing, Behring Strait and passing on in a rather irregular course through Asia and thence to the southern point of Africa.

U. S. HISTORY.—1. The use of the potato as an article of food has enabled civilization to spread faster and to take a firmer hold upon the earth over which it was moving. Adapted to various climates and made up of elements nutritious and strengthening to the physical man, it has specially enabled the settler to establish himself in new lands.

Wholesome nutritious food is in itself a great civilizer; when the stomach is satisfied, the nature of man tends to quietude. The many small but productive potato patches all over the land exert no mean influence in preserving restless natures in a conservative condition.

2. Free coinage of silver means the unrestricted coinage into dollars of all the silver any person may bring to a mint.

3. The chief difference between our foreign policy and that of most foreign countries is our adherence to the advice of Washington to avoid entangling alliances; nor do we attempt the establishment of colonies in new lands.

ARITHMETIC.—1. $98\% = \$1,960$; therefore $100\% = \$2,000$.

2. (a) Divisibility of each number by numbers other than itself or one.

(b) Divisibility of each number by 2 is the test as to whether a number is odd or even.

(c) The number of different units in its make-up; if only *one* kind of unit, it is *simple*; if made up of two or more kinds it is *compound*.

3. The best way to teach it is to lead the pupil to use the same line of thought pursued in short division, letting him see that the "figure-work" is simply to aid the mind in following out that line of thought.

Devices such as (a) letting the pupil know the answer that he may concentrate his efforts to the acquiring skill in mastering the form; and (b) using divisors such as 20, 30 50, etc., may be made beneficial if wisely used.

4. Answer, $4.005+$.

5. Answer, $3\frac{3}{4}$ days.

6. Answer, \$960 and \$576.

7. $39,900 \div .95 = 42,000$; 6% of $\$42,000 = \$2,520$, answer.

8. $\frac{1}{2} + \frac{2}{3} = 1\frac{1}{6} = 131\frac{1}{6}\%$, answer.

RUSKIN'S ESSAYS.—1. "Ye who judge the earth." (See page 153.)

2. To get food, clothes, lodging and fuel.

3. By determining the true relations between two next-door neighbors. (See page 185)

4. Equity in wages consists in an accurate exchange of time, strength, and skill. Justice is thwarted when wages are determined by a number of competing workers, who are underbidding one another. The abstract idea of just wages as respects the laborer, is that they will consist in a sum of money which will at any time procure for him at least as much labor as he has given, rather more than less. Practically, what you call wages is the quantity of food, clothes, lodging and fuel which your employer gives you, to work for him. (See pages 114, 156, 157, 186.)

5. (See page 151.)

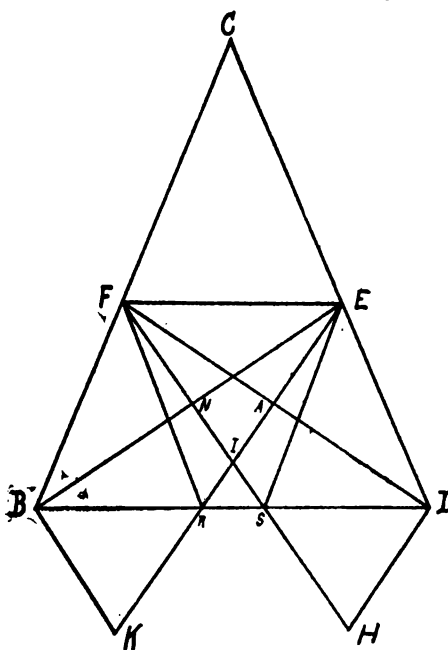
6. Ruskin advocates the idea that much of the skill and knowledge obtained by the growing youth should be watched after earnestly by the Government, even to the complete provision for them; and that the Government should establish workshops where persons may be taught industry and made skillful; in fine that many of the evils of society could be remedied if properly managed and controlled by the Government.

His idea of co-operation is that there should be a proportionate division of all profits above a certain amount. (See page 113.)

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

FOOD FOR THOUGHT

[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us, by June 18. Be prompt.]



No. 39. If the bisectors of the base angles of a triangle are equal, the triangle is isosceles.

Let CBD be the triangle, having the bisectors BE and DF equal; to prove that the triangle is isosceles. Draw FE.

Make angle BES equal angle BEF and DFR equal DFE. Then triangle BES equal triangle BEF and DFR equal DFE. Therefore BS equal BF, ES equal EF, DR equal DE and RF equal EF.

Draw FS to meet DH, perpendicular to DF; and ER to meet BK, perpendicular to BE. FH is parallel to BK and EK is parallel to DH. Angle AFI equal angle NEI, each being the complement of EIF. Hence triangle DFH

equal triangle BEK and BK equal DH; angle BRK equal SDH, and angle RBK equal angle DSH; hence angle K equal angle H and triangle KBR equal triangle HSD. Therefore BR equal DS and BS equal DR. Therefore BF equal DE and triangle BFE equal triangle DEF. Hence angle FBE equal angle EDF or angle FBD equal angle EDB. Therefore the triangle CBD is isosceles.

[For the general plan of the above we are indebted to Prof. G. I. Hopkins, Manchester, N. H., who contributed this problem to the Mathematical Monthly for May. To this Magazine we also acknowledge our indebtedness. We took the liberty to change almost wholly the composition of the proof, i. e., the language of setting it forth.]

No. 72. (Not enough attention has been given to this one yet.)

No. 73. Let $1 = \text{capital or } c$;

Then $\frac{1}{4}c - \$300 = \text{capital at close of first year}$;

and $\frac{1}{4}(\frac{1}{4}c - \$300) - \$300 = \frac{1}{8}c - \$750 = \text{capital close of 2nd year}$.

and $\frac{1}{4}(\frac{1}{8}c - \$750) - \$300 = \frac{1}{16}c - \$1425 = \text{capital close of 3rd year}$.

Therefore $\frac{1}{16}c - \$1425 = \frac{1}{8}c$, or,

$\frac{1}{16}c = \$1425$; or capital $= \$3800$.

(This solution is substantially that of R. L. Thiebaud, Vevay, Ind.; he uses per cent. instead of integers.)

No. 74. One share cost $102\frac{1}{4} + \frac{1}{4} = 102\frac{1}{2}$; 4 per cent. stock in 6 mo. will bring a dividend of \$2 which reduces the cost to $100\frac{1}{2}$; the selling price was $105\frac{3}{8} - \frac{1}{4} = 105\frac{1}{4}$; $105\frac{1}{4} - 100\frac{1}{2} = 4\frac{1}{4}$ gain on each share; $(1036 + 4\frac{1}{4}) \times 102\frac{1}{2} = 22960$, investment. (Dessie Wilson, Brownsville, Ind.)

No. 75. By the conditions A's share is $\frac{3}{4}$ of B's; B's $\frac{2}{3}$ of C's; and C's $\frac{1}{2}$ of D's. For every dollar D gets, C receives $\frac{2}{3}$; B receives $\frac{3}{4} \times \frac{2}{3} = \frac{1}{2}$, and A receives $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$; $\$1 + \frac{3}{8} + \frac{1}{2} + \frac{2}{3} = \$3\frac{17}{24}$; therefore, each will receive his respective sum as many times as the number of times $\$3\frac{17}{24}$ is contained in \$121, which is $38\frac{1}{2}$ times; multiplying $\$1, \frac{3}{8}, \frac{1}{2}, \frac{2}{3}$ by $38\frac{1}{2}$ we get respectively $\$38\frac{1}{2}, \$33\frac{1}{2}, \$28, \21 . (C. J. Stahley, Midlebury, Ind.)

No. 76. $\frac{3}{8}$ second horse = 1st horse + \$15; $\frac{1}{8}$ 2nd horse = $\frac{1}{8}$ 1st horse + \$15; $\frac{3}{8}$ 2nd horse = $\frac{3}{8}$ (1st horse + \$15); $\frac{3}{8}$ 1st horse = $\frac{3}{8}$ (1st horse + \$15) + \$15 = $\frac{3}{8}$ 1st horse + \$5.625; therefore, $\frac{3}{8}$ 1st horse - $\frac{3}{8}$ 1st horse = \$5.625; or, $\frac{1}{8}$ 1st horse = \$5.625; from which, value of 1st horse = \$130; then, value of second horse is found to be \$150. (F. L. Cowger, Battle Ground, Ind.)

M. B. Wishard, of Rensselaer, asks for the solution of Example 8, page 233, of the Complete Arithmetic.

In all such questions where two offers are to be compared, both must be brought to a cash basis, that is, to the present time. Very frequently one of the offers is already in that condition. In this example the credit offer, \$850 on 8 months time, money being worth 6 per cent., is equivalent to \$817.3019, the present worth, or cash value; the cash offer is \$850, less 5 per cent. of \$850, or \$807.50; hence by the cash offer Mr. Burton would gain \$9.8019.

"Subscriber," of Rome, Ind., is not yet satisfied with No. 67 because there are *two* transactions in it; no matter whether *two* or *twenty*, it is a strictly business question to ask what per cent. all the transactions combined have added to his capital. This is the proper interpretation of the problem.

Albert Spillman, Cannelton, Ind., wishes to know which of the following expressions is correct, and why:

(1) Adapted from "Robinson Crusoe."

(2) "Adopted from "Robinson Crusoe."

Grammatically, both are correct. Practically, the first is the only one that expresses clear thought. Many times a piece of literature, etc., is not suitable for our use until it is changed in one or more particulars. Such changing is called *adapting* it to our use. A lesson or exercise may have been *adapted* from "Robinson Crusoe," and when so *adapted*, then we may *adopt* it as a part of our course of study.

In answer to Robt. A. Stewart, Winamac, Ind., J. A. Stoneking, Bloomington, Ind., says:—That the 3rd of October, 1582, was Wednesday. To find it—to the given year (82) add its fourth, rejecting fractions, (20); to this sum add the day of the month (3); then add the ratio of the month (3) and the ratio of the century (1). Divide the whole sum by 7 and the remainder is 4, which indicates the fourth day of the week counting Sunday the first."

Ex. 46, page 284 of Complete Arithmetic by Austin Eichholtz, Spencerville, Ind.

$4+3+5=12$, of which A has $\frac{1}{3}$, B $\frac{5}{12}$, C $\frac{1}{4}$.

A gets $\frac{1}{3}$ for 10 mo., or for 1 mo. $\frac{10}{30}=\frac{1}{3}$;

B gets $\frac{5}{12}$ for 14 mo.; or for 1 mo. $\frac{14}{12}=\frac{7}{6}$;

C gets $\frac{1}{4}$ for 18 mo.; or for 1 mo. $\frac{18}{4}=\frac{9}{2}$;

Dividing \$10252 into parts to each other as 84, 75, and 35, we get \$4439.01, (A); \$3963.40, (B); and \$1849.59 (C).

B's share of the gain is $\frac{1}{4}$ of \$6300—\$2625; \$3963.40 + \$2625 = \$6588.40, B's share of the stock; \$6588.40 - \$4329 = \$2259.40, left for A and B by C withdrawing. Divide this into parts to each other as 84 and 35 and the results are \$1594.87 (A) and \$664.53 (C).

CREDITS.—75, H. P. Overton, Rensselaer; Fred Komp, Hudson; C. M. James, Arcadia; Tillman McCafferty, Glendale; S. C., Dover, Kelso P. O., Claude Batdorf, Andersonville; Maggie Willoughby, Marble Corner; Thomas P. Littlepage, Terre Haute; George Godwin, Orangeville; Allison P. Goodwin, Dana. 66, U. T. Moore, Mooreland. 67, J. Schnarr, Portersville. 73, 74, M. B. Wishard, Rensselaer. 74, 75, Dessie Wilson Brownsville. 75, 76, C. J. Stahley, Middlebury; Lillie Hinds, Worthington; Albert Whistler, Arcadia; Vincent Barker, Connersville; J. A. Stoneking, Bloomington; Anna Beard, Warren. 73, 75, 76, Cora R. Weeks, Auburn; Elmer E. Carter, Frankton; W. F. Headley, Bloomington; Wm. Pugh, Lakeside; Alton Plunk, Crown Centre. 73, 74, 75, 76, J. J. Mitchell, Bloomington; R. L. Thiebaud, Vevay; B. D. Richardson, Valma. 75, Mrs. Mattie L. Cowger, Battle Ground; W. M. Hanes, Herbst, Ind.

PROBLEMS FOR SOLUTION.

77. A peck measure and a bushel measure are of the same shape; find the ratio of their heights. (Cora R. Weeks, Auburn, Ind.)

78. A and B bought 50 pounds of meat at 16 c-nts per pound. A agrees to take 30 pounds at $\frac{1}{2}$ cent more per pound than B shall pay, who takes 20 pounds. How much does each pay? (George Godwin, Orangeville, Ind.)

79. The sides of a right-angled triangle are 8, 15 and 17; on them, semicircles are so described that two crescents are formed. Find their combined area. (J. A. Stoneking, Bloomington, Ind.)

80. A man's income from 5 per cents. after paying a tax of $2\frac{1}{2}\%$ on his income is \$2,925; he sells out at 115, and invests in 4 per cents. at par. Find the change in his net income (allowing the tax.)

81. A, B and C own a mill; A owns $\frac{5}{8}$ of it; B $\frac{1}{4}$ of it more than C: what part of the mill do B and C respectively own? (Complete Arith. Ex. 92, page 334; by request.)

ROCHESTER graduated twelve. Dr. Gunsaulus, of Chicago, made the address. Emma L. Butler is principal and J. F. Scull is superintendent.

MISCELLANY**MEETING OF COUNTY SUPERINTENDENTS.**

The annual meeting was held in Indianapolis, June 19-20. The attendance was not quite so large as usual, owing to the uncertainty in regard to the new law, which affects the tenure of office of many of the present incumbents. S. J. Huston, of Dearborn Co. was president and discharged the duties of the office in such a way as to receive the hearty endorsement of the entire body. "Nature of the work of county Institutes" was discussed, led by W. W. Cogswell. C. W. Osborn made some suggestions in regard to revising the course of study.

Miss Lelia Parr, of Franklin, with the aid of an organ to illustrate, told how music should be taught in the schools. She advocated the employment of special teachers for this purpose even in the country schools.

G. W. Neff, principal of Spiceland Academy, discussed "The Place of Language Work in the Grades and its Relation to Reading and Grammar."

"Literature in the Grades" was discussed by Miss Harriet Beardsly of Terre Haute. She argued that pupils should be taught the subject matter of much classic literature, not that they should read the books, but that they should be given the substance in simple language.

Mrs. Emma Mont McCrae made an interesting talk on Reading Circle work which was well received.

State Supt. D. M. Geeting discussed a number of points of interest which related to his office. He spoke particularly in favor of the establishment of high schools in connection with the common schools, and if there is no high school in the township, he favors the trustees being given the authority to send pupils to the high school of another township. The question of giving better educational facilities than are furnished by the common schools to those who wish them, he said, was a hard one to settle, and several of the circuit judges of the state had held already that it was the duty of the trustees to provide facilities for teaching the higher branches. He regretted that the question had never been settled by the supreme court, as he thought the trustees had such power. He said he would gather opinions from the circuit judges of the state and would condense them in the form of a circular which would be issued to the county superintendents.

Mr. Geeting deplored the fact that so few boys were being graduated from the township schools. The ratio was about seventy girls to thirty boys, and of all township commencements he had attended the boys exceeded in numbers in but one. He said boys were quitting schools too soon and all inducements possible should be advanced to secure their longer attendance.

In referring to the trouble arising from the sale of examination questions, Mr. Geeting suggested that each county superintendent return to the State superintendent a certificate signed by two or more

of the teachers examined, showing that the envelope was opened in the presence of the teachers.

E. L. Hendricks, Supt. of Johnson Co., read a paper on "Should we have a Uniform Day and Program for Patriotic Exercises in the State?" Mr. Hendricks made a strong plea for such a day and after thorough discussion, Nov 7 was agreed upon as "Patriotic Day."

"The Value of Supplemental Work in the Grades and how it may be Utilized" was discussed in a profitable way by Geo. F. Bass, editor of "The Young People."

The following committees were appointed: On Bi-monthly questions, W. H. Senour, Orville Apple, J. A. Greenstreet, W. B. Sinclair, J. O. Lewellen, J. W. Guiney; on Diploma questions, G. M. Naber, J. F. Snow, E. A. Hutchens, Geo. R. Wilson, F. M. Searles; on Township Institutes, E. L. Hendricks, F. E. Cooper, C. H. West, J. H. Reddick, F. A. Cotton; Memorial committee, L. A. Sailor, C. H. West, W. B. Flick.

The officers elected for the coming year are: Pres., W. W. Pfrimmer, 1st. vice-president, J. M. Sullins, 2nd. vice-president, F. E. Cooper, secretary and treasurer, H. W. Curry. F. M. SEARLES, Sec.

MARION COUNTY AND THE READING CIRCLES—AN EXPLANATION.

Mr. Editor:—We feel that the charts prepared by the World's Fair Educational Committee on the Teacher's and Young People's Reading Circles of the state, in which a comparison of counties is made on the basis of membership, are grossly unjust and misleading as to this county.

On the chart representing the former circle, we are represented as having only 44% of the teachers and 10% of the children taking the work. I suppose this is true when all the teachers and children of the county and city also are included, but as the city schools are not under the jurisdiction of the County Superintendent, they should not be included. The records show that more than 100% of the county teachers have taken the work from the beginning.

It seems strange that although the city of Indianapolis has held a responsible position on the board of managers of both circles since the organization not a single circle has been formed nor a single book read by its teachers so far as we know, and we feel that we should not be held responsible for them.

Hoping that you may find space in the JOURNAL for this, I am

Yours truly,

W. B. FLICK, Co. Supt. Schools.

KAISER WILHELM CANAL.

The opening of the above named canal is of so much importance to the commercial world that it deserves mention here. It connects the North Sea and Baltic Sea, extending from near the mouth of the Elbe river, not many miles from Hamburg to Kiel Bay, near the city of Kiel

on the Baltic side. It is about 60 miles long and is wide enough and deep enough to accommodate the largest ocean steamers.

It will be seen by reference to a map that it *cuts* off the Peninsula of Denmark, but the canal lies wholly within Prussian territory. The time saved by this canal for vessels going from the North to the Baltic sea and returning is no small item.

About eight years ago, Kaiser Wilhelm I. laid the foundation stone of this canal, but June 21 Kaiser Wilhelm II. laid the finishing stone, and named the canal in honor of his illustrious father. The canal cost \$38,000,000. It is lighted the entire length with electricity. The celebration of the opening was an affair of great pomp and ceremony. Fourteen different nations were represented by their war ships. The United States had there four of its finest vessels. The present geographies do not mention this canal but its importance will put it in all future editions.

THE Petersburg high school sends out a class of eight. A. C. Crouch is the superintendent.

PORTER CO. averaged, outside of Valparaiso, 9 mos. and 2 days school for the past year. How is that?

HUNTINGTON graduates from its high school two classes a year. Its June class numbers twenty-five.

THE Michigan City high school sent out thirty-six this year. Supt. Edward Boyle presented the diplomas.

A SUMMER normal will be held at Crown Point, beginning July 8, conducted by J. J. Allison and F. F. Heigway.

FR. WAYNE graduate dthirty-three from its high schools. C. T. Lane continues principal and the school continues to rank high.

ROCHESTER graduated twelve. Dr. Gunsaulus, of Chicago, made the address. Emma L. Butler is principal and J. F. Scull is superintendent.

THE Monroe Co. Normal will open in Bloomington, July 8 and close Aug. 9. U. H. Smith, F. M. Ingler and F. F. Tourner are the instructors.

NEW ALBANY sent out twenty-one graduates from its high school this year. J. P. Funk is principal. Supt. W. H. Hershman made an address and presented the diplomas.

THE Marengo Normal College under the direction of R. A. Brown marked a decided success the past year. From various sources word comes heartily endorsing Mr. Brown's administration.

J. A. JOSEPH, president of the Normal school at Danville, is about to issue a short discussion of Shakespeare's Henry VIII. and Tempest, the two plays to be in the Reading Circle course for the coming year.

THE Faculty of the normal college at Covington edit "*The Normal Teacher*," a monthly, 8 page paper. It contains good reading for teachers.

THE State Normal graduating class this year numbers *one hundred two* the largest in the history of the school. Andrew S. Draper, president of University of Ill., delivered the commencement address.

E. G. BAUMAN, a State Normal graduate, has been promoted to the principalship of the Mt. Vernon high school, *vice* E. S. Monroe promoted to the superintendency. Mt. Vernon is just completing a new \$12,000 high school building.

READ AND REASON is the title of a new monthly 3 column, 8 page paper published by the Columbus Business and Normal College. It looks well and reads well and deserves a good circulation. F. H. Harper is president of the faculty of the school and J. L. Dixon is principal of the Normal department.

ILLINOIS already has two large well attended and well conducted normal schools and yet its last legislature enacted a law for the establishment of two additional ones. This in addition to the chair of Pedagogy in the State University, ought to give Illinois a corps of well trained teachers. This furnishes food for thought.

THE Kindergarten Training school, of Indianapolis, under the direction of Mrs. Eliza A. Blaker, sent out fifty graduates this year. Rev. F. E. Dewhurst, who made the commencement address dwelt especially upon the Froebel idea—that children should be taught nature by natural methods. He condemned vivisection because it is cruel and teaches children to be hard and unsympathetic.

THE OHIO EDUCATIONAL MONTHLY has changed hands. Dr. Samuel Findley, the retiring editor has been in charge nearly fourteen years and has made a paper, which has been a credit to himself and an honor to the profession, in the interest of which it is published. The incoming editor is O. T. Corson, the present School Commissioner for Ohio, who is a man of large experience and large ability. The Monthly is the oldest educational paper in the United States, being four years older than the INDIANA SCHOOL JOURNAL.

RICHMOND employs seventy-two teachers. Out of the many recommendations made in the report of the committee of fifteen, only two are not already carried out here. A training school will be started next year. Above the fourth reader grade, the reader is not used, but literature is taught instead. Hereafter departmental work will be done in the 8th year. It is not yet settled as to how far down in the grades this kind of work can be profitably introduced. Supt. Study will try it first in this grade and if it works well, may try it in the 7th. grade later.

THE Indiana University has issued its annual catalogue for the year 1894-'95 which is a pamphlet of 120 pages. The total enrollment for the year is 771. Of these 47 are graduate students. The largest previous enrollment was 633 of the year 1893-'94. There were in all 106 students who received degrees at the last commencement; 76 A. B., 19 L.L. B. and 11 A. M. Among the new professors are Dr. Frank Fetter, chair of political economy, formerly of Cornell University; Dr. H. W. Johnston, professor of Latin; Dr. Robert Lyons, professor of chemistry,

who returns from a three years' course of study in Germany. On account of the growth in the number of students, instructors have been added in chemistry, botany, Greek, French, German and English. The faculty now consists of nineteen professors, six associate professors, two assistant professors, twenty instructors, and five tutors and laboratory assistants, making in all fifty-two members of the faculty. All University publications will be sent on application to president, Joseph Swain, Bloomington, Indiana.

THE Central Normal College at Danville is closing the most prosperous year in its history. The spring term enrolled a thousand students. At least fifteen hundred different students have enrolled for the year. The school employs eighteen teachers and they are kept busy. Among these are men of more than a local reputation. It sustains all the departments usually found in large schools of this class. The president, J. A. Joseph, has recently published "Methods and Outlines of United States History." It contains some unique things that will be of interest to teachers.

ANDERSON is marching to the front in fact it is in the front rank already and has recently made a decided step in advance of this front line. It has employed Mrs. Sarah E. Tarney-Campbell as "supervisor of instruction." She is to work with the superintendent but is to devote her entire time to the instruction part of the school work, which after all is the important part, the part for which all other phases exist. Supt. Carr and the school board have set an example which should be followed by all the larger cities in the state. The schools at present need nothing else so much. The authorities at Anderson also believe in a liberal culture for teachers as well as in a professional training. The city employs fifty-eight teachers and of these twenty-two have attended the State University; twelve, the State Normal; four, Mrs. Blaker's kindergarten training school; two, De Pauw University; two, Earlham College, one, each, Butler, Chicago and Oxford. Most of these are graduates. Supt. Carr says that his teachers who are not college people are imbued with a progressive spirit and are doing some of the best work. "Under no circumstances will the Board place inexperienced high school graduates in the schools as teachers." Supt. John W. Carr is the man to ask for further information.

THE Northern Indiana Normal School is still enjoying the same "boom" that was started about twenty years ago. In fact it has it worse than ever as evidenced by the following figures. The enrollment for the different terms this school year is as follows: first term, 1,922; second term, 2,106; third term, 2,411; fourth term, 2,453; fifth term, at the close of the first week, about 2,000. The books show about 4,000 different names enrolled, and the average daily attendance for the year will average more than two thousand. There are forty-two teachers employed for their full time and only three of these receive less than \$1,200 salary. The others range up to \$2,000. This indicates that first-class talent is secured. A new laboratory for biological studies has just been completed. It is provided with thirty-six micro-

scopes that cost, without duty, \$400 a dozen. Smaller microscopes are provided for each student. The room is fitted up to accommodate ninety students at a time. A kindergarten in connection with the city schools is arranged for study and observation. The Pharmacy department started three years ago has proved a success, at least 100 people having entered it this year. A higher course in mathematics, starting with analytical geometry will be started next year. The new chapel that seats 2,046 is practically full every morning, though attendance is voluntary. H. B. Brown, principal and O. P. Kinsey, associate, are still at the head and are experts in conducting a large school. They are both men of ability, whether in the business office or in the class room. Notwithstanding Mr. Brown's large business interests, he makes everything secondary and subordinate to the school.

PERSONAL.

R. D. MILLER will stay at Topeka.

H. S. GILHAMS will remain in charge at Lima.

J. M. GEISER has renewed his hold at Shipshewana.

C. L. HOTTEL has been elected for a fifth year at Portland.

A. H. BARBER will answer for South Milford another year.

J. E. NEFF is to be principal of the high school at Portland.

J. J. ALLISON will continue in charge of the Crown Point schools.

OLIVE E. COFFEEN is principal of the normal college at Covington.

FRANK JONES, formerly of Kokomo, has been elected superintendent at Tipton.

F. B. WILLIAMS, last year at Harmony, will take the high school at Worthington.

ART BALDWIN AND VERNE E. BALDWIN are conducting a summer school at Amboy.

J. N. STUDY has been elected for a twelfth year as superintendent of Richmond schools.

MISS MARY E. NICHOLSON will continue in charge of the Indianapolis training school.

W. F. AXTELL has been re-elected superintendent of the Washington schools for next year.

PROF. CYRUS HODGIN, of Earlham College, has gone to Europe for his summer vacation.

W. E. CARROON, of the class of '93, will be in charge of the Veedersburg schools next year.

W. P. HART has been re-elected superintendent at Clinton for a fifth year at an increased salary.

J. J. MILLS, president of Earlham College, is spending his summer vacation in a trip to Europe.

DAVID K. GOSS will continue at the head of the Indianapolis schools at an increased salary, \$3600.

D. A. SHARP has been re-elected superintendent of the New Carlisle schools at an increased salary.

ROBT. C. McDILL, of Knightstown, will teach mathematics in the New Castle high school next year.

J. M. SPANGLER has just closed a successful normal at Rockville. He enrolled more than 100 students.

C. E. EMMERICH has been re-elected principal of the Industrial Training school at an increased salary, \$2200.

L. F. CHALFANT, after two years' successful work leaves Greentown to accept the principalship at Churubusco.

H. H. LORING, superintendent of Porter county, is not a candidate for re-election. He will enter upon the practice of law.

I. C. REUBELT, lately of the Rensselaer high school, has been elected superintendent of the Dana schools for the coming year.

G. W. GAYLOR, of the State Normal class of '93, who has been superintendent at Veedersburg, will attend college next year.

MISS ADELAIDE BAYLOR who spent last year in Michigan University is again installed as principal of the Wabash high school.

W. F. L. SANDERS was recently offered the schools at Bloomington, but decided to remain in charge of the Connersville schools.

DR. W. V. BROWN has been elected to the chair of mathematics at DePauw to take the place of Prof. Waldo who goes to Purdue.

J. M. ASHEV, last year principal of the Tipton high school, has been elected as teacher of mathematics in Logansport high school.

W. D. KERLIN has been re-elected superintendent at Worthington at an increased salary. His normal school numbers one hundred.

CHAS. H. TAYLOR, who has been principal of the Lagrange high school, has been promoted to the superintendency for the coming year.

W. H. GLASCOCK is making a good record as superintendent of the institution for the blind. He always makes a good record wherever he works.

C. F. PATTERSON has been re-elected superintendent of Edinburg at an increased salary. This is one of the best school towns of its size in the state.

GEORGE W. HUFFORD has been re-elected principal of Indianapolis high school at a salary of \$2200. The graduates this year numbered eighty-five.

D. R. ELLABARGER, for the past two years superintendent of the Knightstown schools, has accepted the principalship of the Richmond high school.

E. F. SUTHERLAND, for many years in charge of the Mitchell Normal school, has made an engagement to become an instructor in the Maren-go normal school.

EDWARD TAYLOR, for many years superintendent of the Vincennes schools has been re-elected to the superintendency of the schools at Bowling Green, Ky.

H. G. STRAWN, of the State Normal class of '93, has been re-elected superintendent of the schools at Hoopeston, Ill., where he will have 15 teachers under his direction.

PROF. R. J. ALEY having spent a year at Stanford University has returned and assumed his old place at the head of the mathematical department of Indiana University.

F. F. HEIGHWAY'S name was incorrectly spelled in the list of those given last month who had received state certificates. Mr. Heighway has been re-elected superintendent of the Lowell schools.

J. F. WARREN, superintendent of Jasper county, has decided to leave the profession and go into business. He will deal in real estate, loan money, and superintend a farm he owns near Rensselaer.

MISS GERTRUDE SIMMONS a full blooded Sioux Indian graduated at White's Manual Labor Institute near Wabash with much credit to herself. Next fall she will enter Earlham College for a full course.

W. C. BELMAN has been elected for a thirteenth year as superintendent of the Hammond schools. Hammond has one of the most complete school buildings in the state and Mr. Belman is the "author."

RALPH JONES, a graduate of the State University and the State Normal, has been *nominated* for superintendent of Johnson county by the Republican trustees and if the new law is sustained, will be elected.

DR. H. A. GOBIN, who has been dean of the theological school and vice-president, has been made acting president of DePauw, to take the place of Dr. John, resigned. Dr. Gobin is a good man and may be made president.

A. H. GRAHAM, one of the active superintendents among the educators of the state, has only changed the character of his work slightly and is now superintendent of the Soldiers' and Sailors' Orphan Home near Knightstown.

JOHN R. STAHL, of Dana, one of Vermillion county's leading teachers, has been elected county superintendent instead of John A. Wilter, mood, who has made an excellent superintendent but who was not a candidate for re election.

MRS. S. H. BENNER, the pioneer in teaching geography and composition by means of having the children of her school write letters and send specimens to children in schools located in distant places, has recently had letters from Japan, New Zealand and Chili.

MRS. EUDORA L. HAILMANN, who formerly conducted a training school for kindergartners at LaPorte, will open a similar school at Washington, D. C., next September. Mrs. Hailmann holds a high place among the kindergarten people of the United States.

O. J. CRAIG, for twelve years past professor of history and political economy in Purdue University, has been elected president of Montana

State University, located at Missoula. Prof. Craig through his institute work is well and favorably known to many Indiana teachers who will regret to know that he is to leave the state.

DR. C. VAN NUYS, who has been connected with the Indiana University, being at the head of the chemical department, since 1874, has resigned his position on account of ill health, and he will teach no more. He was the oldest member in point of service in the faculty.

LUCIEN E. MCCORD, for several years past principal of the Peru high school, has been united in marriage to Miss Wilhelmina Fouts, of Camden. The groom graduated from Wabash College, class of '88. The bride has for several years been a teacher in the Peru public schools.

W. A. MILLIS has closed his first year as superintendent at Attica and has engaged to stay another year. It is known to the writer that Supt. Millis had, during the past year, a flattering offer to take another position but he did not feel at liberty to abandon his present position so soon after accepting it.

DR. THEOPHILUS A. WILEY, for forty years connected with the Indiana University, recently died at his home in Bloomington. He was a man of profound scholarship and was at one time president of the university. It was an interesting fact that he and Dr. Kirkwood who had worked side by side for more than a quarter of a century should have died within a week of each other and be buried in the same cemetery.

H. H. LORING, who is closing his third term as superintendent of Porter county, will not be a candidate for re-election. He has decided to enter upon the practice of law, having already secured the title LL. B. Mr. Loring has been one of the most active superintendents and has done much to advance the interests of the schools. During his term of service the length of the school term has been advanced until it now averages over nine months for the entire county.

DR. J. P. D. JOHN has really severed his connection with DePauw University. His resignation as president was announced some time ago but it was hoped up to the last that he would be induced to reconsider and consent to remain. Dr. John has been recognized as one of our ablest college presidents and it is to be hoped that he will soon re-enter the educational work. For the present he will take a much needed rest and then enter the lecture field. He will continue to reside in Greencastle.

DR. DANIEL KIRKWOOD, the noted astronomer, who was for many years connected with Indiana University, recently died at his late home in Riverside, Cal. His body was brought to Bloomington for burial. The faculty and students of the University and the citizens of Bloomington joined in paying a tribute of respect to the illustrious dead. Dr. Kirkwood was respected and loved by all who knew him. He was, perhaps, the best known of the American astronomers. He was often called the American Kepler.

W. H. MACE, an Indiana man, who is doing his native state credit by his work in Syracuse University, will not be in the institute field this year. He is to spend the summer at Chautauqua, where he will give

two courses of lectures on American history and one on the English and American constitutions—the same he gave two years ago in Cambridge, England. The evidences that Prof. Mace is doing superior work and taking high rank among the educators of the east are abundant. His new book, "Working Manual of American History" is just out.

MAJ. C. S. TEBBETTS, U. S. A. retired list, has been elected superintendent and commandant of Culver Military School, Maxinkuckee. He will take charge at once or as soon as he can close up his affairs at Trinity Hall, a military school at Washington, Pa. He was in the class of '70, West Point. The Culver school is not to be abandoned as was once reported. The new building is under way and the school is to be conducted on an enlarged plan. Major Tebbetts is a college classmate of Prof. T. J. Charlton, who vouches for him in the strongest terms.

ARNOLD TOMPKINS has been elected to the chair of pedagogy in the Illinois State University. This will take from Indiana another of its ablest educators. Mr. Tompkins has few equals and no superiors in the educational ranks of Indiana. As an institute instructor he ranks with the best and is without question the most popular instructor in the state. He has the happy faculty of making friends wherever he goes. Illinois has decided to make its university one of the great institutions of the country, the last legislature having given it over four hundred thousand dollars. Hon. Andrew S. Draper has recently been placed at the head of it, and is commanding the best available talent in all departments. With Arnold Tompkins at the head, the department of pedagogy will certainly not fall behind. Mr. Tompkins will fill his institute engagements this summer and move to Champaign about September 1.

MRS. SARAH E. TARNEY-CAMPAELL has accepted the position of supervisor of instruction in the Anderson school and is now on the ground planning work. Wallace B. Campbell, her husband, has sold his paper in Auburn and bought the Anderson Herald, the leading Republican paper of the county. The board has made the best possible selection. Mrs. Campbell has had extended and successful experience as a teacher. She at one time had charge of the model school in connection with the State Normal, and afterwards was promoted to teacher of methods. Mrs. Campbell is one of the best institute workers in the state and is thoroughly posted as to all phases of school work. When the Indiana readers were to be revised the state board selected Mrs. Campbell as the most competent person in the state to do it. The Anderson board and the Anderson people are to be congratulated upon their wise choice of supervisor.

JESSE H. BROWN has resigned his position as special supervisor of drawing and modeling in the schools of Indianapolis after a continuous service of twenty years in the same position. This is a record of which any one might feel justly proud. Mr. Brown was an educator of high rank before he entered upon this special work. He came to Indiana from Virginia. He taught in the high school at Richmond three years, was superintendent of the city schools two years and county superintendent of Wayne county six years. He came to Indianapolis in 1872; was assistant supervisor of the schools three years and then took up the special line in which he has ever since been engaged. He has kept his position as specialist by basing his work upon the true principles of teaching and keeping in touch with the most advanced pedagogical ideas. Mr. Brown is open to engagement elsewhere and his services can be secured for institute work in August and September.

THE MECHANICS' MUTUAL SAVINGS AND LOAN ASSOCIATION has on an average sold sixty thousand dollars worth of stock in the last three months. The payments are eighty cents a month per share. The par value of each share is one hundred dollars.

Dividends are declared every six months and these dividends are compounded. The estimated maturity of each share of stock is six years.

The payment of eight dollars a month on this estimate, brings one thousand dollars (\$1000) in six years from the date of subscription.

Shares can be had at any time. No. 9 Blackford Block.

HON. ROBT N. LAMB, Att'y at Law, President.

WM. R. GARSTANG, Supt. Motive Power C., C., C. & St. L. R. R.
Co., Vice-President.

WM. H. DYE, Att'y at Law, Secretary.

ANDREW HAGEN, Treas. and Sec. Home Brewing Co., Treasurer.

BOOK TABLE.

AN Elementary Course in Biology by J. H. Pillsbury, A. M., Published by Silver, Burdett & Co., Boston. O. S. Cook, Chicago is western agent. This is really a laboratory guide for an elementary course and is just what most teachers need. The book is intended to lead and direct in the study of biology rather than to make statements about it. The old style books tell students all about an animal, the new style book tells the student how to investigate and learn facts for himself. The former does the work, the latter directs the student how to do it.

AMERICAN LITERATURE by Mildred C. Watkins. This little book of 200 pp. forms one of the volumes in the "Literature Primer Series" published by the American Book Co., Cincinnati, Chicago and New York. It begins in the history with "Colonial Literature" and comes down to the writers of our own day and time. Of course no extended mention could be made of any writer within the 200 pages of a small book, but the volume will have value as a reference book in school and home libraries. Its reasonable price, 35 cts. puts it within the easy possession of all teachers.

BEGINNING in the July number of *Harper's Magazine*, Mr. Poultney Bigelow will relate the story of "The German Struggle for Liberty" during the exciting period from 1806 to 1815. The first instalment deals with the military murder of John Palm, the John Brown of Nuremberg; describes with appreciation the beautiful and admirable Luise, the patriot Queen of Prussia; a chance meeting of Napoleon and Hegel; the inaction of the Prussian King and his aged generals on the eve of a great battle; and the stampede of the Prussian army from Jena. The paper is amply illustrated.

THE CREEK WAR OF 1813 AND 1814.—By H. S. Halbert and T. H. Ball. Published by Donohue & Henneberry, Chicago. The authors of this book have been many years gathering material for it and were well located in regard to the departments of the work which each has performed. H. C. Halbert is a teacher among the Choctaw Indians in Mississippi and acquainted with their language. T. H. Hall is a student living near the great libraries of Chicago. The authorities on which each author has relied are largely given. It is a reliable book and contains a very full and complete account of that noted border war. Price, \$1.50.

ALCOHOL: ITS EFFECTS ON BODY AND MIND. By Eli F. Brown, M. D. Published by J. E. Sherrill, Danville, Ind. This is not a new book, having been copyrighted by Dr. Brown in 1883, but in view of the fact that from this time on, an Indiana teacher must be examined on this very subject, this little volume will be found very helpful. The book is not large but it considers carefully the effects of alcohol on the blood and nervous matter of the body and dwells especially on its relation to insanity and crime. In an appendix it quotes noted physicians as proof and high authority. These references will be excellent guides to any who wish to pursue a more thorough investigation of the subject.

STORIES OF COLONIAL CHILDREN.—By Mara L. Pratt. Educational Publishing Co., Boston. This is one volume in a series of children's books entitled Young Folks' Library of American History. The children of to-day with their advantages and privileges will be glad, I am sure, to make the acquaintance in these pages of the boys and girls among the Pilgrims and Puritans. In this book they will be introduced to Peregrine White, Oceanus Hopkins, Betty Alden, and Lora Standish, and in reading what pleasures these colonial children enjoyed and what duties were imposed upon them, will get a better view of those earlier days in our country's history than they could derive from histories for older people.

A NUMBER of extracts from an amusing Japanese "Life of General Grant" is printed in the July *Century*. The book was written and circulated soon after General Grant's tour around the world, but has become very rare. The author has the highest admiration for the soldier and statesmen—this "Heaven-bestowed wise man"—and he expresses it with true oriental impressiveness. He pictures General Grant at the head of his troops, "shooting a glittering light from the midst of his eyeball, lifting up his sword, raising his great voice like a peal of thunder." The illustrations are characteristic. The "Assassination of Lincoln" represents the martyred president struggling in the grasp of five men with up-raised daggers.

MIND AND HAND, Vol. 1, No. 6, is before us. This paper is published by the pupils of the Indianapolis Industrial Training School and is in the interests of intellectual and manual education. A full page illustration of the new building which is situated upon South Meridian street, forms a beautiful frontispiece. Other illustrations introduce us to the library, the assembly room, the main corridor the cooking laboratory, the forge room, the boiler room, and the great engine which propels the machinery in this model building. While the pictures give us quite a complete idea of the manual working department, the literary contents of the paper do not fail in their mission. They introduce us to prose and poetry, to translations and original composition and give every evidence of thought and skill on the part of the editors and contributors.

FRYE'S COMPLETE GEOGRAPHY. General edition. By Alex Everett Frye, Boston, Ginn & Co. Those persons who were much interested when Frye's primary geography was issued have been on the *qui vive* for this new work, so that it has attracted much attention in advance. And yet, I dare say, that the new features in this book will be a surprise and revelation to very many teachers. The physical features of the earth's surface receive the most attention at the hands of the author, these being considered the basis of all other knowledge of the earth's surface. Maps, pictures, and the text unite to give the student an intelligent view of the country's natural resources. A striking feature of the book is the maps, of which there are about 140, the largest number ever before placed within the covers of an ordinary school geography. There are relief maps showing the mountains, val-

leys and streams, special attention being called to these, without the distractions of names of towns, or lines indicating railroads. Then there are maps bearing directly upon the great agricultural productions, others showing comparative temperature, and still others indicating annual rainfall. A great prodigality of illustrations is a feature of this book, there being sometimes ten on a single page. The pictures alone if carefully studied under the direction of an intelligent teacher would give the child a very good idea of the earth upon which we live. A page of small maps at the close shows the world as it was known at different periods in the world's history from 450 B. C. to 1895 A. D. But it is impossible to give an adequate idea of the resources of the book. In this case seeing is knowing. Every teacher who examines it thoroughly must find that here is a great variety of matter, put in an attractive form, of much of which he can avail himself in geography work, even if he is compelled by the school authorities to use in his classes some other book. Price, \$1.25.

HIGH SCHOOL ANNUAL FOR 1895, published by the pupils of the north side high school of Indianapolis, is a thing of beauty. The design on the cover page by Helen McKay is very artistic, while several other illustrations by present or former pupils add greatly to the attractiveness of the publication. A picture of the high school forms a frontispiece and one of the manual training school may be found a little farther on. It is of the literary contents that we would make special mention. We find original stories—some in dialect—translations, poems, essays, witticisms—not only from the members of existing classes but from many from the alumni. One is struck with the great variety of matter from such youthful pens. Genius never can be repressed and some of these productions would, doubtless, have been written under any circumstances, but the great variety and unusual merit of the contents of this annual indicate an influence that inspires, guides and unfolds the latent talents of *all* and this power we must recognize in Mrs. Hufford and Miss Dye, the teachers of English Literature.

FOUNDATION STUDIES IN LITERATURE.—By Margaret S. Mooney, teacher of literature and rhetoric in the State Normal College, Albany, N. Y. This volume has been prepared for students who are old enough to understand that literature, in the highest sense, is one of the fine arts and that the reader can gain from the study of the great poets the same kind of culture that is obtained by close study of the masterpieces of painting and sculpture. The object of the book is to show that the ancient classic myths form the foundation of many of the choicest modern poems. It also furnishes an opportunity of comparing the various renderings of the same story by different authors at different periods. The poets in all times and ages have helped give these intangible myths life and immortality, and to a comparison of the varied interpretations the author invites us. The author and editor has done part well both in selection and explanation. Sixteen full page illustrations, reproductions of famous paintings and sculpture

are scattered through the book. The publishers, Messrs. Silver, Burdett, & Co., Chicago and Boston, have added a substantial and tasteful binding making the volume complete. Price, \$1.25.

HERBART AND THE HERBARTIANS—By Charles De Garmo, president of Swarthmore College, New York. Charles Scribner's Sons. Mr. De Garmo, the great disciple of Herbart and the great expounder of Herbartianism in America, has done a good work in giving teachers this book. It is a good introductory book to the student who desires a knowledge of Herbartianism. It concerns itself but little with Herbart's metaphysics and refrains from introducing confusing refinements of doctrine. It confines itself strictly to essentials. The three great divisions of the book may give one a general idea of the contents. They are: 1. Herbart's contribution to Education; 2. Extension and application of Herbart's educational ideas in Germany; 3. Herbartian ideas in America. The book is one in a series entitled "The Great Educators," edited by Nicholas Murray Butler. Price, \$1.00.

MYTHS OF NORTHERN LANDS.—By H. A. Guerber. American Book Co., Cincinnati, Chicago and New York. Those readers who were delighted by the "Myths of Greece and Rome" by this same author, published little more than a year ago, will be glad, I am sure, to have their attention called to this new book. The aim of this book is to familiarize the English student of letters with the religion of his heathen ancestors and to make him acquainted with the various myths which have exercised an influence over our customs, arts and literature. A knowledge of the classics of the North is as important a part of a liberal education as a knowledge of the mythology of the south as related in the former book. There are twenty-four full-page illustrations, copies of famous pictures by noted artists. One of these pictures represents the "Pied piper of Hamelin" and is a copy of an old picture by H. Kaulbach. A glossary and a complete index are at the close thus adapting the book for general use in libraries and public schools. Price \$1.50.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

THE Big Four and Burlington Route via Peoria, will be the only line having a special train to Denver. Only one night out. No other line can make the time or will run a special from out of Indianapolis.

BIG FOUR ROUTE TO THE Y. P. S. C. E. CONVENTION.—Boston, Mass., July 10-14. One fare for the round trip. Magnificent sleeping car service. Elegant dining cars. Tickets good going July 5th to 9th, good returning until July 22, with privilege of extension until July 31. For full particulars, call on any agents Big Four Route, or address

E. O. McCORMICK,
Pass. Traffic Mgr.

D. B. MARTIN,
Gen'l Pass. & Tkt. Agt.

BE sure to read the advertisement of the Colorado Springs summer school. Indiana teachers are interested.

NIAGARA FALLS EXCURSION, Thursday, August 8, 1895, via the Lake Erie & Western R. R., "Natural Gas Route".—On Thursday, August 8, 1895, the Lake Erie & Western R. R. will run their popular annual excursion to Cleveland, Chataqua Lake, Buffalo and Niagara Falls at the following very low rates, viz:

Peoria.....\$7 50	Tipton.....\$5 00	Rushville.....\$5 00
Bloomington... 7 00	Lima..... 4 00	New Castle..... 5 00
LaFayette..... 6 00	Fort Wayne..... 5 00	Cambridge City.. 5 00
Michigan City.. 6 00	Muncie..... 5 00	Fremont..... 4 00
Indianapolis... 5 00	Connersville..... 5 00	Sandusky..... 4 00

With corresponding reductions from intermediate points. In addition to the above, the purchasers of these tickets will be given the privilege of special excursion side trips to Lewiston on the Lake, including a steamboat ride on Lake Ontario, for 25 cents. To Toronto and return from Lewiston by Lake, \$1.00; to Thousand Islands, \$5.00. Tickets for the above side trips can be had when purchasing Niagara Falls ticket, or at any time on the train. Besides the above privileges, with that of spending Sunday at the Falls, we will furnish all those who desire a side trip from Brockton Junction to Chataqua Lake and return FREE OF CHARGE. Tickets of admission to places of special interest at or near Niagara Falls, but outside of the reservation, including toll over the International Bridge to the Canadian side, elevators to the water's edge at Whirlpool Rapids on the Canadian side, will be offered on the train at a reduction from prices charged after reaching the Falls. Do not miss this opportunity to spend Sunday at Niagara Falls. The excursion train will arrive at Niagara Falls 7.00 A. M. Friday, August 9, and will leave the Falls returning Sunday morning, August 11, at 6 o'clock, stopping at Cleveland Sunday afternoon, giving an opportunity to visit the magnificent monument of the late President Garfield and many other interesting points. Tickets will be good, however, returning on regular trains leaving the Falls Saturday, August 10, for those not desiring to remain over. Tickets will also be good returning on all regular trains up to and including Tuesday, August 13, 1895. Secure your tickets, also chair and sleeping car accommodations, early. Those desiring can secure accommodations in these cars while at the Falls. For further information call on any agent Lake Erie & Western R. R. or address

5-4t

C. F. DALY, G. P. A., Indianapolis, Ind.

FREE REGISTRATION insures the best service. Send for circulars to the National Teachers' Agency, 26 VanBuren St., Chicago. 6-2t

FREE!—To Christian Endeavorers, Pocket Guide and map of Boston, the convention city. The passenger department of the Big Four Route has issued a very convenient Pocket Guide to the city of Boston which will be sent free of charge to all members of the Young Peoples Society of Christian Endeavor who will send three two cent stamps to cover mailing charges to the undersigned. This Pocket Guide should be in the hands of every member of the society who contemplates attending the 14th annual convention as it shows the location of all depots, hotels, churches, institutions, places of amusement, prominent buildings, street car lines, etc., etc. Write soon, as the edition is limited. E. O. McCORMIC, Passenger Traffic Manager, Big Four Route, Cincinnati, O. 5-2t

GREER COLLEGE, Hoopeston, Ill. has a very excellent summer school for teachers. Read its advertisement on another page.

PENNSYLVANIA LINES FOR BOSTON, MASS. VIA NEW YORK CITY.—Account of the meeting of the Young People's Christian Endeavor Society. One fare rate. Tickets will be sold July 5th to 9th, inclusive. Call on agents, No. 48 W. Washington St., No. 56 Jackson Place, Union Station. GRO. E. ROCKWELL, District Passenger Agent.

REDUCED RATES.—Excursions over Pennsylvania Lines During Season of 1895.—Liberal concessions in fare over the Pennsylvania Lines have been granted for numerous events to take place this summer in various parts of the United States. In addition to local excursions, tickets at reduced rates will be sold over these lines as given in the following paragraphs. Excursion tickets may be obtained at ticket offices on the Pennsylvania System and will also be sold over this route by connecting railways. Some of the points to which tickets will be sold and dates of sale are as follows:

To Cleveland June 18th and 19th, for the National Republican League Convention, good returning until June 22d inclusive.

To Chattanooga, Tenn., June 25th, 26th and 27th inclusive, account Epworth League International Conference, good returning fifteen days from date of sale. By special arrangement return limit may be extended an additional fifteen days.

To Denver, Colorado Springs, Manitou or Pueblo, Col., July 3d, 4th and 5th, account National Educational Association Meeting. The return trip must be commenced July 12th, 13th, 14th or 15th, unless by special arrangement the return limit is extended to September 1.

To Baltimore, July 16th and 17th, good returning until August 5th, inclusive, account the Convention of Baptist Young People's Union of America.

To Boston, July 5th to 9th, inclusive, for the National Christian Endeavor Meeting. Return limit may be extended by special arrangement to August 3d.

To Boston, August 19th to 25th, inclusive, account Triennial Conclave Knights Templar. Return limit extended to October 3d by special arrangement.

To Louisville, Ky., in September, for National Encampment, G. A. R. One cent per mile. Reasonable return limit.

The reduced rates over the Pennsylvania Lines will not be restricted to members of the organizations mentioned, but may be taken advantage of by the public generally. Any Pennsylvania Line Ticket or Passenger Agent will furnish desired information concerning rates, time of trains, and other details, to all applicants, or the same may be obtained by addressing GEO. E. ROCKWELL, D. P. A.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

"IMPORTANT."—Mr. Geo. W. Benton who has arranged for the teachers' special train for Denver on July 6th has the diagrams of chair cars, tourist and Pullman sleepers and is now ready to book those who desire space on the special train. This is important and you should not delay.

VANDALIA LINE TO DENVER, COL. \$33.—On account of National Educational meeting, July 5th to 12th. Tickets will be sold on July 3rd, 4th, 5th; good returning by extension until September 1st, 1895. You all know that the Vandalia Line equipment and train service is the best. Parlor cars on day trains and sleeping cars on night trains. Leave Indianapolis 7:30 A. M., 8:30 A. M., 11:25 A. M., 12:40 Noon and 11:20 P. M. On July 3rd and 5th' train leaving Indianapolis at 12:40 Noon will have Free Chair Car running through to Denver without change. Call on agent, No. 48 W. Washington street, No. 46 Jackson Place, Union Station or address

GEO. E. ROCKWELL, District Passenger Agent.

AN EDUCATIONAL EXCURSION to Utah—the mountain walled treasury of the gods.—That all members of the N. E. A. and their friends may have an opportunity to visit Utah, that wonderland of health, wealth and pleasure, before returning to their eastern homes from the Denver meeting in July, the Rio Grande Western Railway, "Scenic Line of the World," in connection with the D. & R. G. and Colorado Midland lines, will make the unusually low rate of \$20.00 for the round trip, Denver to Utah, including the grandest scenic ride in the world and a visit to Provo, the beautiful city on Utah Lake—excellent fresh water bathing, fishing and hunting, Salt Lake City, made famous by its historical and religious associations—a picturesque city of health and pleasure—Sanitarium, Warm Springs, Hot Springs and Sulphur Springs, within the city limits, a plunge into the great salt lake at Saltair Beach, the Dead Sea of America, the water contains 25 per cent. more salt than the Dead Sea of the Holy Land, impossible to sink, the most invigorating baths in the world, headquarters of the Mormon church, Temple and Tabernacle. Salt Lake City is also a city of beautiful homes, drives, parks and canons. Its climate is unsurpassed, having as it does 325 days of sunshine in every year. A modern city hemmed in by snow-capped mountains. Military post three miles distant, Ogden, a thriving city of modern enterprise and progress, Hot Thermal Springs within easy access, a sanitarium in itself, picturesque drives through canons of wonderful natural rugged beauty, a city situated at the foot of the Wasatch mountains. Hundreds of points of interest to the traveler, tourist, teacher and student. No one should miss this opportunity to visit Utah and enjoy the scenery of the Rocky Mountains and kindred ranges. No European trip compares with it in variety and grandeur of scenery, and wealth of novel interest and study. Tickets will be on sale at Kansas City, Omaha, St. Joseph or Sioux City on July 5, 6, 7 and 8 to Ogden or Salt Lake City and return at through excursion rate of \$39.00. Proportionate rate from Chicago, St. Paul, St. Louis and all eastern points. Tickets purchased at this rate will be good for stop over at Denver, Manitou, Glenwood and all points of interest in Utah. Those who have purchased tickets to Denver and return may obtain excursion rates of \$20.00 from Denver to Ogden or Salt Lake and return on July 10th to 14th inclusive. For copy of illustrated pamphlet, "Utah, The Promised Land," write to F. A. Wadleigh, Salt Lake City, Utah.

6-2t

SUMMER OUTINGS at seashore, mountain and lake resorts.—The ocean resorts—Atlantic City, Cape May, Asbury Park, Ocean Grove, Long Branch and famous resorts along the New Jersey Coast are reached by the Pennsylvania Lines. As a direct route to Newport, Narragansett Pier, Cape Cod, Martha's Vineyard, Nantucket and other popular watering places along the Atlantic from Chesapeake Bay to Maine, these lines offer special inducements. In the mountains—Crescon, Bedford Springs, Ebensburg, Altoona, and other resorts in the Alleghenies are located on the Pennsylvania Lines, which also lead to the White Mountains, the Adirondacks, Watkins Glen, Mt. Desert Island, and places of summer sojourn in eastern New York, Vermont, New Hampshire and Maine. The lake region—The Pennsylvania Lines bring Mackinac, Petoskey, Charlevoix, Mt. Clemens, St. Clair, Muskegon, Traverse City, Mackinaw City, Sault Ste. Marie, Gogebic, St. Ignace, Watersmeet, Au Sable, Iron Mountain and all the romantic resorts of Northern Michigan within easy reach, as well as Ashland, Cedar Lake, Devil's Lake, Pelican Lake, Three Lakes, Waukesha and other resorts in the northwest. For information concerning rates, time of trains, and the first-class service apply to the nearest Pennsylvania Line ticket agent or to

GEO. E. ROCKWELL, D. P. A.

See the advertisement of the C. B. & Q. Road on another page.

TO TEACHERS.

It is very important to you that before making definite arrangements for your trip to Denver, Col., for the National Educational meeting in July, that you should consider the most available and quickest route, and I desire to direct your attention to the Vandalia line as being the shortest and most direct route by way of St. Louis. It is the only line running six trains a day between Indianapolis and St. Louis, and while no rates have been made for this meeting up to the present time, I will say that when they are made they will be as low via the Vandalia lines as any other, and our facilities for handling the teachers are far superior to those of any other line. Please remember and see that your ticket reads "via Vandalia line."

5-2t

GEORGE E. ROCKWELL, D. P. A.

L. B. FREEMAN, C. P. A.

FIRST-CLASS experienced agents, canvassers and solicitors can reap a rich harvest with the Legal and Political History of the Trial of Jesus. Published and controlled by E. J. Heeb & Company, Indianapolis.

NATIONAL EDUCATIONAL ASSOCIATION via Big Four Route, Indianapolis to Denver by coach, free chair car or standard Pullman Sleeper, through without charge. A special train will leave the Union Station at noon, Saturday, July 6, 1895, carrying teachers and their friends, arriving in Denver early Monday morning the 8th. Mr. George W. Benton, of the Indianapolis high school, will have the excursion in charge. Mr. Benton has just returned from Denver and vicinity and is prepared to assist teachers in arranging for accommodations, side trips, etc., and will cheerfully furnish estimates of the cost of the trip. Send for our special N. E. A. circular or call on or write to G. W. Benton, Chemical Laboratory, Indianapolis, hours 4 to 5 p. m., or H. M. Bronson, A. G. P. A., Big Four, No. 1 East Washington st. 5-1t

RUDY'S PILE SUPPOSITORY is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to MARTIN RUDY, Registered Pharmacist, Lancaster, Pa. NO POSTALS ANSWERED. For sale by all first-class druggists everywhere. Ward Bros., A. Kiefer & Co., and Daniel Stewart, Wholesale Agents, Indianapolis, Ind. 3-1y

ALL Indiana and Indianapolis teachers will do well to look into matters of train service and quick time to Denver on occasion of N. E. A. meeting at Denver. The Big Four and Burlington will positively be the only line offering a through train to Denver. Leaving Indianapolis July 5 at 9:30 A. M., arriving at Denver 6:45 P. M. next night for supper. Look up advertisement on another page for facts concerning train and service. Why not all go via the Burlington Route special train.

Vacant Positions in Indiana and all western states are now seeking candidates. Superintendencies, principalships, assistant positions, grammar and primary grades, college, normal and high school professorships, music, drawing, kindergarten, bookkeeping and penmanship places. We can fit almost any teacher with such position as he or she is well qualified for. Our work is more especially for the better grade of teachers who, while they have many places open to them, are looking for something better than offers in their immediate neighborhood. Send for circulars to THE TEACHERS' CO-OPERATIVE ASSOCIATION, 6034 Woodlawn Avenue, Chicago. 6-2t

THE Lake Erie & Western makes close connection with western trains for Denver. For particulars address C. F. Daly, G. P. A., Indianapolis.

ANNUAL MEETING EDUCATIONAL ASSOCIATION.

DENVER, COL., JULY 5-12, 1895.

This promises to be the largest meeting in the history of the Association. All who can possibly spare the time should avail themselves of the opportunity to spend a few weeks in the clear, bracing tonic atmosphere of Colorado. The Monon Route, the L., N. A. & C. Ry., is making arrangements to carry Indianapolis teachers and their friends to this convention. A special train will leave Indianapolis, composed of sleeping cars and free chair cars and will run through to Denver via the A. T. & S. F. R. R. without change, going through the very best part of the State of Kansas, entering Colorado by way of Pueblo and Colorado Springs.

Much might be said about the scenery along this line; that between Pueblo and Denver presents to the eye a marvelous panorama of peaks, crags and canons. Mr. J. H. Woodruff, supervisor of penmanship in the Indianapolis public schools will be in charge of this party. The rate for the round trip is one first-class limited fare plus \$2.

Arrangements are now being made to visit the most interesting resorts in the vicinity of Denver, and all those who desire to visit the Yellow Stone National Park can do so on a personally conducted excursion in charge of Assistant General Passenger Agent, B. N. Austin, of the Northern Pacific R. R.; this excursion will leave Denver several days after the close of the convention and as the rates will probably be lower than they ever have been, no one should fail to take advantage of this opportunity.

For further information, call on or address J. H. Woodruff, 594 Broadway, I. D. Baldwin, D. P. A., or

C. H. ADAM, C. P. A. Monon Route, Indianapolis.

THE next annual meeting of the National Educational Association will be held at Denver, Colorado, during the month of July, 1895, and in this connection we desire to call your attention to the excellent facilities offered by the MISSOURI PACIFIC RAILWAY and its connections for the prompt, safe and comfortable transportation of the teachers and their friends who will attend the convention.

We also desire to announce that for this occasion THE MISSOURI PACIFIC RAILWAY COMPANY will sell excursion tickets to Denver, Pueblo, Colorado Springs and Manitou at a rate not to exceed one fare for the round trip, (with \$2.00 added for membership fee), and limited to return passage until September 1st, 1895, affording an opportunity for a summer outing in the "Rockies," as well as delightful side trips to Utah, the Yellowstone National Park, Yosemite Valley and the Pacific Coast. This route follows the banks of the Missouri River for a long distance between St. Louis and Kansas City, thence through the best part of Central Kansas to Pueblo, the great smelting city of Colorado. From Pueblo it follows the base of Pike's Peak at times almost within a stones-throw to Colorado Springs—thence on to Denver.

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NOTICE.—NATIONAL EDUCATIONAL ASSOCIATION.

PERSONALLY CONDUCTED EXCURSION TO DENVER, JULY 6, 1895.

Attention is invited to the following arrangements for Indiana teachers and others who will attend the annual meeting of the N. E. A. to be held in Denver, July 8th to 12th.

The undersigned has arranged for a special train via the Big Four (C. C. & St. L. Ry.) Chicago & Alton and Union Pacific Rys.

This train will consist of baggage car, Palace reclining Chair cars (seats free of extra charge) Tourist sleepers and Pullman sleepers.

The train will run through from Indianapolis to Denver, Col. without change or delay, leaving Union Station about noon July 6th, arriving at Denver July 8th at 6.00 A. M. The association meetings will begin at 10 A. M., July 9th.

TRAIN EQUIPMENT.—The Chair cars are equipped with wash and toilet rooms complete, and comfortably upholstered spring seated reclining chairs with soft backs and head rests. Tourist cars are now equipped with cushioned seats and will be found comfortable. Pullman sleepers will be first class in every respect.

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AMERICAN HOUSE HEADQUARTERS IN DENVER.—A limited number of rooms with board have been reserved in Denver for our people at a cost of less than \$2.00 per day. Space may be secured by applying to the undersigned. Having just returned from a tour of Colorado points, the writer is prepared to furnish information concerning boarding houses in Denver, and boarding houses and hotels at Manitou, Idaho Springs and Colorado Springs ranging from \$1.00 to \$4.00 per day in desirable localities.

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The State Committee of Arrangements have been invited to go with us and a part of them have agreed to do so.

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FOURTH OF JULY EXCURSION RATES VIA PENNSYLVANIA LINES.—On Wednesday and Thursday, July 3d and 4th, special excursion tickets will be sold from all ticket stations on the Pennsylvania Lines to any station on those lines within two hundred miles from station where ticket is purchased. Return coupon will be good until July 5th, inclusive. Tickets will not be sold to adults for less than twenty-five cents, nor to children for less than fifteen cents.

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THE Indiana Journal for Indiana teachers.

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THE GENERATION OF INTELLECTUAL POWER.

J. J. MILLS, PRES. EARLHAM COLLEGE.

In a restrictive sense, education is a process of self-revelation. The ultimate purpose of all educational expedients is to reveal to the learner his own powers, together with the conditions and limitations of their exercise.

Garfield in the midst of the momentous problems of his public service, looking backward upon his student life at Hiram College, analyzed the essential purpose of school education in these words; "Young men and women, rough, crude, untutored farmers' boys and farmers' girls came here to try themselves and see what manner of people they were. They came here on a voyage of discovery to discover themselves."

To Pestalozzi gathering about him the helpless children of misfortune, education was the generation of power.

"We exist only as we energize" said Sir William Hamilton. The apothegm of the Scotch philosopher was only the echo of the Swiss school-master's thought.

A great philanthropist of our day, a herald of human brotherhood, who from the platform, taught for years in the spirit and power of Pestalozzi, felicitously expressed the doctrine of that great educational reformer thus: "When a human soul is flung out from God into the world the first consciousness is that of self; the first feeling is that of freedom * * * * The self assertion, the assertion of one's individuality—this is the force that impels a little child."*

As determined by the antagonism in which childhood finds

*Oscar C. McCulloch.—Sermon on "The Perfect Law of Liberty."

itself with the limitations that are about it, education is a two-fold process. First, it is a surrender of the expanding self to the truth embodied in the world of things. Second, it is the soul's rightful conquest of its environment by self-assertion.

In the first of these processes the soul is passively receptive. Hence, logically the first step in education, is not the impartation of formulated knowledge by the teacher, but the preparation of the learner to receive knowledge—not teaching the child but rendering him teachable.

The world with which the opening intelligence comes in contact is an intelligible world. Modern philosophy teaches that the interpretation of it, whether by a child or a Newton, is, in the end, a construction of the outer world in the inner thought. But this is nothing more than the unfolding of the mind itself in its reaction upon the objective realities which surround it.

Information may be gained by effort, but truth whether objective or subjective, breaks in upon the soul as a revelation. No better illustration of this fundamental intellectual experience can be given than that afforded by Jean Paul Richter's well-known story of the birth of his self-consciousness. "Standing a very young child within the house door, looking out upon the landscape, on an instant," to use his own words, "an inner revelation, I am I, like lightning from heaven flashed brightly before me." In that moment I had seen myself as "I" for the first time and forever. With most men this first act of knowledge is irretrievably lost to memory. But the experience is typical of all experiences in which truth is apprehended. The "not self" must break in upon the consciousness, must be as truly a revelation, a disclosure to the knowing spirit, as was the apprehension of the ego itself in its original manifestation. Without premonition or invitation the world of sense breaks in upon the receptive and cognizant soul of a little child. So in later life come the great discoveries of science to those who, as little children, are teachable in the presence of nature. So come, unbidden, the epoch making visions of truth to prophets, the personifications of human character to novelists, their ideals to poets and artists.

With Confucius this receptivity of the soul to truth, was the essential antecedent condition of instruction in the learner. Said he, "when I have presented one corner of a subject to any one and he cannot learn the other three, I do not repeat my lesson."

What a world of wisdom the child must acquire before the instruction of parents and teachers can take hold upon him. He comes into the world anointed as nature's priest. "Face to face with her he talks." How to keep alive in the maturing mind, engaged in the formal activities of the school, the innate sensitiveness to the nature of things, with which it entered the portals of learning, is the very essence of school education. To do this is to develop a Thoreau who can see in his rambles about Walden pond all that Dr. Kane could discover in an arctic expedition. To foster and strengthen this native responsiveness of mind to the phenomena around and within it, is the primary function of the teacher in the kindergarten or in the university. What more did the ancient Greeks mean when they called their teachers the "inspirers of youth?"

Although everywhere involved in his theory of teaching Pestalozzi, I think, made no attempt to set forth philosophically this most vital of all the elements of didactic skill. But he exhibited it concretely in his familiar picture of Gertrude's method with her children. "Her verbal instruction seemed to vanish in her real activity." She never adopted the tone of instructor. She gave no formal instruction in the rudiments of Arithmetic, but taught her children to count the steps from one end of the room to the other, and made the decimal relation of numbers stand forth in the windows of the room with their two rows of five panes each. The common objects and forces of nature in every occupation of child life, became the visible and tangible expressions to her children of the truths she would have them learn. Attention to the significant things around them was not conscious mental effort—but the natural and easy lending of themselves in the unfolding of their spiritual life, to the significance of the world about them. They did in miniature what Bacon did as a philosopher, "Conquered nature by surrendering to her."

It is wrong to expect that everything that is learned shall

be transmuted into wisdom in the mind of the learner. It is only the very small minority of the facts which are appropriately attended to that survive or are revived as a part of our mental life. The old rule of the farmer for planting corn grains was grounded in the nature of things:

"One for the blackbird
And one for the crow,
One for the cutworm
And two to grow."

Two items of information may be quickened into growth out of five or five hundred that come before the mind. Even if retained in memory the others are likely to lie dormant and unfruitful. "Except a grain of wheat fall into the ground and die it abideth alone." This, though figurative, is divine psychology. The acquisitions which the pupil retains, either spontaneously or intentionally, in part and parcel just as they were received from his teacher or text-book may have immeasurable utility, but they have not life. "I hate everything that merely instructs me without either increasing or quickening my activity." So some one translates Goethe. Not what the speaker says but what he makes the listener think is of most consequence. Not what one reads but what his reading suggests to him gives him growth.

This re-construction of information into the higher forms of relation, the transmutation of knowledge into wisdom, is a gradual process. It requires time. The grain must be committed to the darkness and germinative forces of prolonged thought and experience. Its form must dissolve. Stated formal examinations may, in a measure, test the efficiency of a pupil's memory but they cannot so readily measure his thinking power. They may partially exhibit the extent and accuracy of his information, but are impotent to reveal what facts in his possession are germinant and what are sterile. "Memory gems" are good school exercises, but when pupils have reached the reflective stage of thought, suggestion drills are better.

If the learner have a fructifying mind, a fact long buried away from the light of consciousness may, under the play of some association, suddenly emerge afresh into consciousness, divested of the cumbering relations under which it was origi-

nally apprehended, and fraught with suggestive life and energy. Under favorable conditions for its development it may prove to be the germ of a masterly business enterprise, a scientific discovery, a valuable invention, a great oration. But each of these, when it is matured, is only the sequel to a story of prolonged and hidden mental life and growth. When Dr. Lyman Beecher was asked how long it took him to write his sermon on God's Moral Government he replied, "Forty years."

But spontaneous suggestion must find its mental counterpart in purposive thought. There must be mental conquest as well as mental adaptation. The actualization of the self involves self-assertion. In this second aspect, education is, primarily, the enthronement of the will in the mental realm.

An Irish farmer whom I met on the banks of the Shannon was a mental philosopher. "How many years," I asked him, "have you lived in this place?" His effort to remember hardened the lines of his strong features as he replied interrogatively to himself, "Let me see if I can pull my mind up to it?" To give the pupil an intelligent and masterly pull upon his powers is precisely what is meant by mental training. This is what I understand Prof. Huxley to mean when he defines education as "the ability to do the thing you have to do when it ought to be done whether you like to do it or not."

Without this habit of concentrated attention the spontaneous suggestiveness of thought which constitutes creative instinct can not come into free exercise. In the conjunction of spontaneity of suggestion with the steadying control of stable and comprehensive attention is to be found the primary source of intellectual power. Here is the formula by which to account for the path finders of the human race—the Pestalozzis and the Edisons who forge to the front despite their lack of extended formal instruction in the schools. Here is the incipient, intellectual freedom which marks the first stage in the preparation of a child for citizenship in democratic society in which the sovereignty of the individual is predicated upon his ability to rightly account for his conduct to himself rather than to another. Here is the genesis of the true reformer, whose intellectual perception of moral questions is invigorated but not blinded by his emotions.

In a word, mental receptivity and mental control are the first and last terms in normal intellectual development. To the promotion of these all things else must be subordinated. In Mohammedan schools, memory is the principal thing. To be able to repeat the Koran with verbal accuracy is, in them, the goal of elementary education. The type of mind thus produced is sterile and impotent, as Moslem civilization to-day attests. The predominance of memory training will as certainly foster mental sterility in christian schools as in the schools of the Prophet.

Recitation ("the repetition of something committed to memory") is a misnomer when applied to the exercise of a school wherein teacher and pupils are rightly associated in their work. Conversation (an interchange of thought) better expresses the ideal class exercise.

No plea is made here for a disorganized school or for purposeless student activity. Tasks must be set and mastered. Cardinal facts and principles must be committed to memory. Accuracy and force of expression must not be neglected. But better than any of them is the scintillation of a pupil's eye with the birth of an original thought. Better the violation of all the canons of syntax in a boy's analysis of a complex problem than that his attention and logical processes should be distracted for an instant to correct the disagreement of a verb with its subject or the faulty pronunciation of a word. The sense of mastery which comes to him from successful thinking is the one thing which outweighs all other intellectual excellencies in his work. A well grounded and confident reliance upon his own power of clear consecutive thought is of the first importance. The ultimate success of one pupil and the failure of another when the two quit the schoolroom together for the arena of practical life, may turn upon nothing more than an abiding consciousness of conquering power possessed by the one and an habitual distrust of his own ability in the presence of formidable difficulties on the part of the other.

It is to be observed that in this paper no account is taken of the ethical element in education. That this is to ignore the highest purpose of the school is freely granted. Indeed, a true philosophy will compel the conviction that a maximum of

thinking power whether in the individual or in the race, is unattainable apart from the appropriate development of the sensibilities. The head can not say to the heart "I have no need of thee." "Without morality" says Carlyle, "intelligence were impossible." Again he affirms "to know a thing a man must be virtuously related to it." To the same effect is Emerson's aphorism, "Genius takes its rise out of the mountains of rectitude." But, for the time being, the learner is regarded as all intellect and the school as an institution devoted exclusively to the awakening and propagation of his intellectual energy, without regard to the aids or the restraints which ought to be invoked from the moral nature of the pupil.

Of all the instrumentalities employed for the accomplishment of this purpose, by common consent the teacher stands first. The best element in the teacher, so far as the cultivation of the intellectual strength of the pupil is concerned, is not his acquired didactic skill, however indispensable that may be, but his own personal mental life—his contagious enthusiasm for learning, his habit of getting at new truths and making intellectual conquests, which begets within his students, without conscious effort on their part, a like power of penetration into facts and the relation of things.

Socrates was the chiefest among teachers because he was himself the most truly a student. Listen to him as he takes his leave of the boys in the *Palestræ*: "O Menexinus and Lyis * * * You two boys and I an old boy who would fain be one of you." * * * His own youth was perennial from his constant sympathetic association with young learners. Under the inspiration of such a teacher we may well believe that his "boys" forgot for the time being that they were not men full-grown. In his school all were learners and each was the inspirer of all. In this is exemplified the one essential condition for the setting free of the latent spiritual energy of boys and girls in the school-room. Free and congenial companionship in study is the fundamental organizing law of the school.

Under this law the second agency for bringing into activity the native powers of the individual pupil is his co-operative mental exercise with his fellows. In our intellectual life we

are members one of another. Friendly rivalry in pursuit of common interests greatly heightens the working power of each member of a class. The colt upon the training track must have a running mate to keep him up to his best efforts at speed. By a class-mate's triumphs a pupil who has the true student spirit will be incited to achievements of which, in isolated study, he would never conceive himself capable. "The trophies of Miltiades would not let Themistocles sleep."

The time limit of this paper permits the suggestion of only a third agency for stirring into active life the energy which is potential in the minds of all children, viz; the study of literature in the school-room.

Text-books are indispensable for information. As a rule, they are useful in this relation alone. But its elementary school life ought to introduce every child to the best literature of its native tongue for the higher purpose of stimulating its incipient spiritual power. It is a law of mental life in all its stages that the contemplation of vigorous thought currents of other minds reinforces, as nothing else can, the flagging strength of one's own mental powers. John Bright during the sessions of Parliament was accustomed to read Milton each day, not for theological nor even moral ends, but as a mental tonic, a preparation of his own powers of thought and expression for his great debates. To set free in the mind of the reader like spiritual energy to that which was active in the production of a poem, an oration, or a narrative is the highest function of a reading lesson. To read well is to think well. To think well is the highest possible assertion of the spiritual self, and self assertion is the end of education.

Again the best literature should be read in the school for the sake of its power to transform the pupil into the likeness of the ideals which it embodies. In some degree at least the matter and method of the reading lesson should be such as to do for the school boy what the reading of Dumont's Treatise on Legislation did for John Stuart Mill. "When I laid down the last volume of the treatise" he says, "I had become a different being." So Goethe, recording his own experience, says, "The first page of Shakespeare that I read made me his for life, and when I had finished a single play, I stood like

one born blind on whom a miraculous hand had bestowed sight in a moment."

Rousseau considers Robison Crusoe as pre-eminently the literature of power for a boy. He would have his pupil not simply absorbed in it, but carried away by it. For a long time it should be his entire library, until, volitionally, he had built for himself a fort like Crusoe's, cared for his goats, cultivated his plantation and provided for his preservation and subsistence. So vividly would he have him live the ideal life, not of adventure and romance, but of invention and effort revealed in the book, that the power thus generated of providing for his own imaginary necessities should take possession of his actual life.

An eminent American philanthropist* visiting an almshouse on the island of Sicily found a class of twenty or thirty boys and girls gathered from the debris of society, listening intelligently to a lecture upon Manzoni and Italian literature in general. In a Sicilian public school he heard boys of eight, ten and twelve years recite with all the tone and gesture of orators the story of Horatius at the Bridge. "These boys" he shrewdly comments, "will soon carry their fathers on their backs as Æneas did." Later he met one of these same school boys walking to the town. The traveller stopped the little man in the road and asked him to tell again the story of Horatius. Laying down the bundle which he was carrying in his right hand and the lemon he was munching with the aid of his left, the lad proceeded with alacrity and all due eloquence to recite again the national epic which for the time, transformed him into a patriot and a hero. Such, in kind, is the legitimate result of a true study of literature in every school. Children grow into the likeness of that which they contemplate.

Through the intelligent study of the work of master minds the pupil finds himself the universal human mind. Through companionship in study his individual energy is augmented by the aggregate mental life of the school. Through sympathetic contact under orderly relations, with the working spirit of a teacher who is intellectually alive and forceful, methodical industry becomes his own mental habit. Through the

*F. J. Sanborn, of Mass.

mastery of appointed tasks he gathers strength from conquest. Thus day by day, through the ministries of a rightly ordered school, he is nurtured into

"Power
Which in all action is the end of all;
Power fitted for the season; wisdom-bred,
And throned of wisdom."

THE DUTY AND OPPORTUNITY OF THE SCHOOLS IN PROMOTING PATRIOTISM AND GOOD CITIZENSHIP.

[Extract from a paper read before the National Association at Denver by Geo. H. Martin, Supervisor of Schools, Boston.]

A patriot is a man who loves his country and is ready to fight for it. All our patriotic literature has the same ring, and so have the songs we sing. As a perpetual stimulus to this emotion, we have put the flag over all our schoolhouses, and have taught our children to salute it. What does it all mean: and what is to be the outcome of it all? The practical question is: Shall this sentiment of patriotism be allowed to expend itself in mere effervescence, or shall its energy be transmuted into useful work? Shall men and women be ambitious to be themselves the fathers and mothers rather than sons and daughters of revolution. In a word, shall our people be willing to live for their country while they are waiting to die for it?"

"To bring about this change will necessitate new standards of patriotism. We must move from the fifteenth century to the twentieth. Instead of class distinction embodied in the laws and customs we must see legal, social equality. And we must see that a great independent nation will not have to fight over the old battles, but meet new enemies and call for new weapons. When we have come to know what these new enemies are, we shall realize that the work of patriotism is no longer a struggle with principalities and powers, but against spiritual wickedness in high places.

"Our work, therefore, in the education of the young for citizenship will be three-sided. We shall need first to get beneath the manifestations of patriotic emotions in the past to the essential and underlying principles. Next, we shall

need to show what are the peculiar perils of our country to-day. And, third, we must teach how these enemies are to be met and conquered: in other words, how the old spirit must manifest itself under the new conditions. It will be our business to teach that our foes are of our own household: that idleness, intemperance, luxury and extravagance may destroy a people; that a venal ballot and a corrupt judiciary may throw down in a night all the bulwarks of a good government.

“Wicked men on the bench may light their pipes with Magna Charta and the bill of rights and State and national constitutions, and combinations of men may make or unmake laws for selfish purposes, and under the guise of laws for the people the people may be oppressed. The twentieth century patriot, must be, first of all, of sound manhood. We must limit the two extremes in which two classes of our citizens develop—the overfed and the hungry and ragged idlers, both alike preying on the public.

“Next the new patriotism will recognize in a substantial way the mutual obligations which grow out of the independence of men in society. Fair dealing must be its characteristic, and it must be shot through with the spirit of the golden rule. The whole industrial system to-day is practically in the hands of irresponsible agents. The new patriotism will penetrate to the core of this system and bring back to it the sense of personal responsibility which it has lost. By this standard will the patriotism of men be measured. Are they willing, for the public good, for the country’s sake, to sacrifice private interests of time and money and thought; to sink partisan prejudices, and to unite with all other men similarly inclined in an alliance offensive and defensive for good government, business government? Will they vote? Will they go to caucuses? Will they take municipal offices? Will they serve on juries? Will they fight the saloon and gambling interest on their own ground? Will they fight the spoilsmen in their own party? Will they demand and fight for it—first, last and all the time—clean men and clean measures?”

SHAKESPEARE.

BY JONATHAN RIGDON.

While I do not wish to make any promises that I shall be unable to keep, I feel that it may not be out of place at this time to suggest something of the nature of what my Shakespeare work for the JOURNAL the coming year is to be. My aim shall be to aid Indiana teachers to understand and appreciate the dramas that we are to study and to become if possible more interested in a thorough study of Shakespeare. Every teacher in our public schools should be deeply interested in Shakespeare, but unfortunately I am sure this is not the case. A very large majority have hardly begun to cultivate the acquaintance of the poet and of those who have made the effort, a majority have not become sufficiently interested to continue the study in earnest. I do not know of anything for which we ought to be more thankful to our State Board of Education than for forcing upon us at least a slight acquaintance with the world's greatest poet and greatest thinker, for we cannot think his thoughts through without becoming better able to think for ourselves. It only remains for us to make the most of the opportunity afforded us.

With the aim of aiding teachers in this matter, I intend to answer the state questions on the dramas we are to study and also to prepare each month a brief article based on the outline of our Reading Circle work. In all of these I shall try to keep in mind the needs of the teachers, to make clearer the meaning of the plays and, as far as I am able, to point out their general educational lessons.

When we think and feel as we should the truth of the statement that Shakespeare's mind was, with possibly one exception, the greatest known to literature, then we are interested in every fact or incident of his life. Gladly also would we study his ancestors and learn the details in the life of every member of his family. Unfortunately we do not have the material. No one ever attempted to write Shakespeare's biography until nearly a hundred years after his death, and most of the alleged facts that have since been brought forth have, upon seemingly reasonable grounds, been discredited. But little then is certainly known of

Shakespeare himself and less of other members of his family. This, however, only serves to make the little of greater value.

William Shakespeare, the national poet of England, the world's greatest dramatist, was born in April, most likely the 23rd, 1564, at Stratford-upon-Avon, Warwick county, England. His grandfather, Richard Shakespeare, was a farmer and lived about four miles from Stratford. Richard had two sons, Henry and John. John, the elder, the poet's father, early became a trader in Stratford, probably in 1557. The court records refer to him in one place as a dealer in gloves and skins, but traditions have it that he was a butcher, a wool-stapler, a corn dealer and a timber merchant. It is not at all improbable that he should have followed all of these lines of business. He was evidently an energetic, ambitious, public-spirited man, and within twenty years after he came to Stratford to live, he had been honored by almost every office in the gift of his town, from juror in the lowest court and ale-taster, to high-bailiff or mayor. There is good evidence also that he made equal advancement in material prosperity; in 1557, he married Mary Arden, through whom he came into possession of considerable property. But he lacked the essentials of character necessary for managing a large fortune. His successes therefore soon changed into reverses. His financial decline once begun continued without interruption to a complete business collapse.

As a rule, the thought and toil required to build up a fortune, whether it be of wealth, of fame, of learning or of honor, are the only things that will give one the ability to take care of it. Aside from the disadvantage of having married a fortune, John Shakespeare manifested a kind of weakness and looseness of character incompatible with large success in business, or for that matter, in anything else. He was more in court, suing and being sued, than would now be or I think, than then was, accounted creditable. Further, the character of the things for which he allowed his name to appear on the court records, very decidedly counts against him. In April, 1552, he was fined 12 pence for not removing a heap of household dirt that had accumulated in front of his own door; and in 1556 and '57, when he was financially pros-

pering, he allowed himself to be sued for small debts, which he might easily have paid but for carelessness or bad temper. I am not inclined to believe John Shakespeare to have been morally dishonest; he was rather a business failure. But in not a few cases the original cause of moral dishonesty is the physical impossibility of keeping a promise thoughtlessly made. John Shakespeare further manifests his weakness in the great number of occupations which he undertook and in his excessive love of pleasurable excitement. It is stated that while he was mayor of Stratford, he brought theatrical companies to the town and inaugurated dramatic performances. This latter incident, though suggestive of business looseness in the father, is indicative of the origin of the dramatic instinct in the son. John Shakespeare must have been a man of much more than ordinary general intelligence, but it is indeed a matter of much astonishment, one full of significance, that the father of the world's greatest poet and greatest thinker could not write his name.

Mary Arden, the poet's mother, was descended from a very distinguished family of that name. But little is known of her, but the few facts we have are all in her favor. From a clause in her father's will, it is inferred that she was his favorite daughter and it may reasonably be supposed that the poet's mother was the source of many of his matchless conceptions of womanhood.

Shakespeare must have inherited many of his mother's moral traits. To her he must have been largely indebted for his gentle spirit, his perfect honesty, his punctuality in financial promises and his complete self-control. It is quite likely that he derived from his father ambitious desires, energetic impulses and an excitable temper capable of reaching passionate excesses; but if he did it is certain that he inherited from his mother the firmness of nerve and moral strength necessary to keep such a nature under proper control.

To John and Mary Shakespeare were born eight children. William, the third child, was the oldest of four sons. He was baptized in the Stratford church, April 26, 1564, and as it was the general custom to baptize children three days after their birth, we may be reasonably certain that Shakespeare was born April 23. From the family connections of the

Shakespeares, it is clear that the boy, William, must have had many country acquaintances and must have participated in all the field-sports and out-door exercises and amusements of the time. In the plays we have an abundance of internal evidence pointing to the same conclusion. Some of this at least, I shall have occasion to produce definitely in a future article.

In Shakespeare's time it was customary to give dramatic exhibitions and celebrations on May-day, Whitsuntide and other special days; and in these most likely Shakespeare received his first stage training. But perhaps even stronger impressions were made upon the boy, Shakespeare, by the mystery or miracle plays acted from time to time at Stratford by traveling troupes. It is said that during the decade from 1573 to 1584 the best companies of the kingdom played at Stratford. The youth must therefore have been deeply impressed as he saw the Bible mysteries represented and the miracles performed by the greatest actors then living.

Shakespeare received his technical education from the Stratford Grammar School. At that time the principal study of the schools was Latin and in this branch Shakespeare must have been tolerably proficient, notwithstanding the statement of Ben Jonson that Shakespeare had "little Latin and less Greek." According to Rowe's statement, Shakespeare was taken from school in 1578, at the age of fifteen, before he had quite completed the usual course fitting boys for business or for the university. The abrupt stop at this point of his education was immediately caused by his father's growing financial embarrassment. We have no means of determining beyond mere conjecture what the poet's occupation was during the four years from the time he left school till he was married. Steadily increasing adversities in John Shakespeare's fortune, however, furnish the foundation for a guess that by this time he had been compelled to drop all other branches of his business, being merely a dealer in leather, skins and carcasses. Probably then the boy Shakespeare, from the time he was fifteen till he was nineteen, aided his father in supporting the family by means of this lowly employment. Is it possible to fancy that the hand that wrote Hamlet could have hung hides against the wall to dry? And is it

any wonder that his ambitious, disappointed youthful nature, struggling against the financial failure of his father should have conceived the sorrowful thought that he afterwards put into the mouth of his favorite character?—

“The time is out of joint; O, cursed spite,
That ever I was born to set it right.”

To youth with its world-building ambition and its star-sweeping aspiration, disappointment is little different from death. Many and many a time the boy Shakespeare, between his fifteenth year and his nineteenth, measuring in his mind the magnitude of the chasm between what he was and what he would be, must have seriously reflected:—

“To be, or not to be,—that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take up arms against a sea of troubles,
And by opposing end them.”

Aubrey reports, on the authority of Bæstou, that for a time Shakespeare was a country school teacher. It has been claimed also, but on less reliable evidence, that Shakespeare spent three years as a student in a lawyer's office. While it is by no means impossible, that Shakespeare should at one time have been a regular student, the evidence that he was is only internal, consisting wholly of legal references throughout the plays. But this same kind of evidence would prove that he was also a medical student, a theological student, a sailor, and indeed, almost everything else. The exactness of his medical knowledge proves rather that he had not been a medical student, for in many cases it even surpasses the medical science of his time. And to account for his legal learning, I think it is necessary to consider only his wonderful mind together with the fact that his father was everlastingly in court.

It is probable that Shakespeare was not a very good Sunday-school pupil. At least it is certain that he had in him a large amount of mischief that he felt himself under obligations to work off. We have it on the authority of Rowe, that more than once, Shakespeare together with his companions, was engaged in stealing deer from the private park of Sir Thomas Lucy. It is said that Sir Thomas severely prosecuted

Shakespeare, and that in retaliation Shakespeare took advantage of the opportunity to use his literary talents in writing a satirical ballad upon Sir Thomas. This so exasperated the baronet that it is said Shakespeare was compelled to leave Stratford. But again the poet manifests his genius by making the most of his opportunities, even by taking advantage of a misfortune. "But after all," says Disraeli, "there is no education like adversity." Shakespeare went from Stratford to London where he met his old friends the players, and went on the stage with them. This is the very beginning of his dramatic career and like many other things, most significant in their outcome, it is circumstantial in its beginning. Had it not been for Sir Thomas Lucy and his deer, the world might to-day be without Hamlet and King Lear. Circumstantial, but not wholly so. Sir Thomas and his deer and all the mischievous boys could not, together with a world of circumstances have produced a Hamlet or a Lear. Let us always bear in mind that it was a circumstance plus a Shakespeare that gave to history the world's greatest dramatist. A circumstance alone could never make anything but a blunder. For it to do anything worth while, it must meet another in the form of a genius. A little man is the creature, a great man the creator, of circumstances. In education not only are we to make the best use of our opportunities, but we are also to give an account of the disposition that we make of our misfortunes. A genius like Shakespeare will turn to account even the adversities of life and make them do his will in carrying out his plans.

Shakespeare was married to Anne Hathaway in the latter part of Nov., 1582, he being in his nineteenth year and his bride between seven and eight years older. It has been assumed by many of the poet's biographers, particularly by Gervinus, of Germany, and Richard Grant White, of our own country, that the marriage was hasty, unsuitable and in its result unhappy. The ground for assumption seems to be the following facts:—It is known that the poet left his family in Stratford and lived in London, acting and writing for a number of years. Further the only mention of Shakespeare's wife in his will is the statement that to her he wills his second-best bed. Also, there are some references in the

plays concerning marriages that are unsuitable on account of the wife's being older than the husband. While these facts may be the basis for an assumption, Mr. Hallowell Phillipps, who is high authority, declares that "there is not a particle of direct evidence" for such supposition. Certain it is that the passages referred to need not necessarily be so construed. We have seen also that the deer-stealing trouble provided sufficient reason for leaving Stratford. If more is desired, it may be found in the fact of his being without means of support for his family in Stratford; and Knight has shown that the clause in the will would, according to the custom of the time, be taken as a peculiar indication of affection. To me the great amount and superior excellence of Shakespeare's writings contradict the thought of an unhappy marriage. Of course it is always in order to raise the question as to whether a marriage is suitable or not, but for final settlement it must be referred to the parties concerned.

Shakespeare's first child, Susanna, was born in May, probably the 23rd, 1583. In February, Hannet and Judith, twins, were born. Shakespeare's family contained five members before he was of age. These all depended upon him for support. Also it devolved upon William to assist in taking care of his father's family. John Shakespeare was at this time being sued by various creditors and was in danger of being arrested for debt. With all these cares the poet was poor and had but a very slight income with no promise of an increase in his fortune. Such a condition can have but one effect upon a man's strength—it would force him to take some decided step. This Shakespeare did. He had already shown his ability for acting on the provincial stage and probably had tried his hand at dramatic composition. He now decided to go to London and give his energies to the stage both as an actor and as a writer. Concerning Shakespeare as an actor, Aubrey tells us that he "was a handsome, well-shaped man." He adds, "He did act exceedingly well." Rowe says he "could never meet with any further account of him this way, than that the top of his performance was the Ghost in his own Hamlet." The exact date of his departure to London is not known, but it was probably between the spring of 1585 and the autumn of 1587. We have no direct knowledge of Shakespeare's life

for the five years from 1587 to 1592. There is an anecdote to the effect that when Shakespeare first went to London, he was employed in the humble capacity of taking care of the horses of theater-goers, and that he did his work so well that he soon had a number of assistants known as "Shakespeare's boys." While the story may not be true at all, and most likely was true only in the sense that to him was entrusted the task of devising means by which the horses might be better cared for, yet I see nothing improbable in it, and it well illustrated his aptitude for business and fidelity to whatever work was entrusted to him. This is one of the truths of biography—that for a man to achieve greatness in any line, he must be faithful over a few things and, if need be, over very trivial things.

It was soon after he came to London, most likely, that Shakespeare began to acquire that working knowledge of French and Italian which his plays show him to have possessed. Here also no doubt he continued his education in other lines. There is ground for believing that he was an intimate friend and pupil of John Florio, a graduate of Oxford, a poet of no mean ability and one of the most distinguished school-masters of London.

Shakespeare's range of reading must have been extensive, but most likely the collection of books belonging to him at any one time would not have made a very extensive library. The only volume now in existence containing Shakespeare's autograph and known to have belonged to him is Florio's version of Montaigne's Essays, now in possession of the British museum.

After 1608, Shakespeare was less in London and more in Stratford. He died at Stratford, April 23rd, 1616.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

THE INDIVIDUAL AND THE GENERAL.

The distinction between these two terms lies at the basis of method in teaching and should be mastered by every one who wishes to make a scientific study of that subject. The distinction is a subtle and difficult one, and a systematic

effort of the Reading Circle Work on the text treating that subject is not always successful. I wish, therefore, to try to restate the distinction in a clearer form.

In all learning the pupil centers his attention upon a theme. In mastering that theme, whatever it may be, there is a universal movement of thought required. First, the theme must be seized in its vague unity; second, it must be analyzed into his elements; and third, these elements must be organized into the theme; thus giving a definite, organic whole instead of a vague one grasped at the outset. Of course, each of these steps is not completed before the next is begun, but these are the organic phases of the mind's movement in acquiring knowledge, moving forward by stages, conditioning each other in the order named.

Now, this universal movement of analysis and synthesis takes definite character and specific forms from the kinds of unities which constitute the theme,—from the kinds of relations which bind the elements of the theme into unity.

The parts of an engine are bound together in their co-operation to the end for which the engine is designed. The parts of a tree are parts working together to carry on the life process of the tree as whole. The parts of a human body contribute to one life process, and are not parts except in and through the whole; and the whole is not a whole except in and through the parts. The government is composed of parts working together to secure the ends of justice. The earth, the solar system, the universe has parts bound together in co-operation. Such a unit is called an organic unit. The lowest form of it, or the form in which it seems to vanish, is the unit whose parts have spatial unity, as in the case of a stone or a pile of material. Here the parts are in touch, and bound together by physical force; yet in this case the parts co-operate to make the whole. In some of the other cases named, parts were separated in space, and the unity consists in functional co-operation rather than in spatial wholeness. But in both cases the wholes are bounded in space, and both have parts whose connection makes the whole; both are called individual objects. Gladstone is an individual, and so is the English nation, and for the same reason. The police force of a city is an individual police force, because the parts work

together to keep order as do the parts of one policeman. The reasons given for calling Jupiter an individual apply equally well to the solar system as an individual. Let it not be understood, therefore, that a theme to be individual must consist of parts touching in space; yet every individual, though it be a mental act or state, must be figured to the mind as bounded in space. Hence, such themes must first be presented to the imagination as pictured wholes; after which their deeper thought unity may be penetrated.

Further guidance for presenting the individual is obtained from noting that each individual has parts which co-exist in space, and parts which succeed each other in time—space wholes and time wholes. The parts of this tree exist together now, but considering the life of this tree as a whole, in its growth from the seed, it has parts succeeding each other; as, first, the sprout, and then the shoot appearing above ground, then the shrub, etc. A battle may be caught up in one view at a given moment, as having co-existing parts in space; but it is also a moving panorama, having parts in distinct succession. A complete view of the earth brings before the mind its successive stages of development; and also its parts as they at present work together side by side. Thus every individual is a space whole or a time whole—a simultaneous whole or a successive whole.

While it requires both views of an individual to complete its organization, the two views cannot be taken at the same time. This will become evident by an attempt to think of an object as fixed and as changing at the same time. Since this is true, two distinct teaching processes arise in treating the individual. The process of presenting the individual as a space, or co-existing whole is called Description; the process of presenting the individual as a time, or successive whole is called Narration.

Themes have quite a different kind of unity from the organic unity above described. A sewing machine has its origin in an idea which creates all other sewing machines, and may create them infinitely, so far as the possibility of idea is concerned. All sewing machines have their unity in the one originating idea or type. The idea, as an outgoing energy, produces all sewing machines, and thus gives unity to

all. When one says "sewing machine," or "the sewing machine" he is naming the type or idea which brings forth the individual sewing machines. To think any given sewing machine requires it to be viewed in connection with the common idea of all sewing machines. A certain activity produces a triangle—an activity which goes out and comes back to the place of starting by two pointed turns. This activity produces all triangles and can produce them infinitely. All are one in this activity; and this is the essence of each one. The mind cannot grasp any one triangle without seizing upon the activity which produces triangles in general. Triangles may vary infinitely, but they are all alike in being produced by an activity returning to the place of starting by two pointed turns. There is an idea, a nature, a potency which produces oak trees and which may produce them without limit. All trees formed under the impulse of this idea are one in that idea; and the study of each oak requires it to be viewed in connection with the all-producing idea. When we speak of the nature of anything we have reference to its producing idea; for the word nature means that which is about to appear. The nature of man is the energy, the potency which persists in producing men as distinguished from other objects. The nature of an Indian is the fixed idea or type which determines all individual Indians.

Such a unit is called a class unit, or concept, as distinguished from the organic unit. The class unit does not mean simply the common productive idea of a number of individuals, but the unity of the individuals in and through the idea. The parts of this unit are the individuals which spring from the same originating source. It differs from the organic unit, not in the parts, but in the way the parts are unified. Thinking of the French people as a nation, as individuals working together for a common good, and we have an individual—a nation; but thinking of them as being Frenchmen, as having a common genesis and we have a class unit. In each case it is the same subject matter—the same whole and the same parts—but in the former the parts are unified through co-operation, while in the latter through a common nature. Each triangle has sides which work together to make a triangle, but these sides have a common nature, being

produced by the same kind of movement, which makes the class units called sides. And so with the angles; they help to form the triangle, but the same activity produces each; by the former they are organized, and by the latter classified. Triangles might be placed together to form some figure, and would thus help each other to make the whole; but the same parts, triangles, may be formed into a class by conceiving them in unity with the idea producing each and all. Thus the distinction between the organic unit and the class unit is not that between different parts or different wholes, but the manner in which the parts are bound into wholes. It might be well to observe, however, that the class whole cannot be bounded in space, as can the organic whole; hence it is not a space whole. This follows from the fact that the producing energy, the idea, the type, can create individuals infinitely. After making any conceivable number of engines from the idea engine, the idea remains as productive as ever. Hence the imagination is not required to bound the class unit, as it is required to do in the organic unit.

As the organic unit has two aspects, so has the class. Class unity consists, as we have seen, in the relation of the parts, the individuals, to the one principle which produces the parts. The unity is that of the individuals with the general creating them. This unity can be taken as it exists at a given time, simply as a fixed thing; somewhat as the individual is viewed in description; or, the unity may be thought of in the process of being established under the influence of active principle, somewhat as the individual is viewed in narration. Ocean currents may be considered as they are—the individual currents as in unity with a physical principle which constitutes them what they are; or the physical principle may be viewed in the active production of them, or, through them, of other phenomena. The distinction is simply that between individuals as already existing in the unity of a common nature, and individuals in the process of being produced by a common nature, or in producing other individuals.

From the side of mind, it is the distinction between concept and judgment. The concept is the grasping of the unity existing among individuals, while the judgment is the process of establishing in thought the unity between the subject and

predicate of thought; which interpretation means the unity between the individual and the general. When the subject and predicate of a judgment become identified, the judgment vanishes into a new concept, and the desired unity is established; and may be taken in the future without affirming and arguing.

However the matter may be turned, the unity appears either as that between the individual and general as fixed, as a fact; or, in the process of becoming. The first kind of unity is set forth by the process of exposition; the second, by the process of argumentation. These processes are distinct, because, as in the case of narration and description, unity cannot be viewed as established and in the process of being established at the same time.

The four teaching processes are alike in that each deals with individual objects; but they differ in that description deals with individual objects as fixed, as spatial wholes, as they stand organized at a given time; narration, with individuals as changing in time, as time wholes, as organized wholes progressive in time; exposition, with individuals as in a fixed unity with a common productive energy; argumentation, with individuals in the active process of unity under a general principle. In all cases the purpose is to present the theme in unity, and the different processes are only so many phases of a movement to that end—phases depending on the kind of unity inherent in the subject-matter itself. All of the processes may be required in presenting the theme.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

THE COUNTY INSTITUTE AGAIN.

"Christmas comes but once a year!" So does the county institute! Christmas is a season of good cheer; the county institute should be also. Christmas, associated with pleasant memories and bright anticipations needs no praise from a friendly pen. The county institute differs from Christmas in

this respect in the estimation of some teachers. At least, we infer that it does, because

"It has been said, we've heard it said,
(We hope it isn't true,)
Some teachers don't like Institute,
We hope it isn't you!"

"It has been said" that county superintendents say that they cannot always depend upon a full week's attendance of the teachers who do not have to be examined any more. Isn't a small per cent. added to examination averages when there has been a creditable attendance at institute? Once upon a time, the results of some examinations were not made known until after institute! These things would indicate that some teachers are not so enthusiastic about institute as they are—about Christmas. And that it would not be amiss to lend a friendly pen to institute.

Wouldn't you enjoy going to a summer school—to Chautauqua or Bay View or one of the many good schools nearer home? They are delightful and helpful and happy is he or she who may attend. But for many teachers, the summer school is on the "I wish I could" list

What poet points out to us the wisdom of little children in saying "Let's play" so and so, when the reality is out of reach? Since we are to teach the children, why not learn a bit of their wisdom and say: "Let's play that institute is a summer school like Chautauqua."

When we think of it in that light it is surprising how many points of similarity appear. If you went to Chautauqua there would be classes in psychology and pedagogy and elementary science and primary methods and many others; a few of them you might join. At institute there are classes in psychology, pedagogy, etc. and you may join them all.

At Chautauqua there is a large library from which you may take books for a small fee. At institute there is no library but there is a table where some publishing company displays just the books that teachers need and invites them to examine free! By the way, do you improve the golden opportunity offered by the display of helpful books? When you go to a large book store you must ask for this or that, but here, His-

tory Stories, Geography Helps, School-room Aids are spread out before you.

If we were to "lend you a hand" during institute week, one thing we should certainly do, we would lead you to the book table and urge you to "look at" each book, paper and school-room aid displayed. Some of you do not feel able to buy, but it is all gain and no loss to examine them. Some may not be in your line of work but it is well to have a passing acquaintance with books that one has not time to make one's friends.

At Chautauqua, there are many strangers, and you would count it a privilege to become acquainted. At institute, there are strangers, too, and if you seek their acquaintance, you may find them as pleasant as if you had met them in the Empire state.

At Chautauqua, you might meet a few old friends and you would consider it a treat. At institute, you may meet many friends, should the pleasure be less?

And what do you converse about with these friends, old and new? At Chautauqua, you would be interested in learning the opinions of teachers from New York, Massachusetts or Pennsylvania upon general educational topics. There is nature study. You would like to know whether they keep weather reports, making little calendars recording the direction of winds, the temperature, the sunshine, rain, etc.; and whether they study flowers and fruits; or insects—bees and butterflies; or birds and what they thought of collecting birds' eggs and nests.

There is child study. You would be glad to hear whether these new acquaintances have made personal observations.

There is literature. What shall the pupils read? You would ask teachers at Chautauqua whether they favored simplified versions of nature stories, of history, of Shakespeare, if they preferred the school readers as a basis of work, supplemented by selections from juvenile books and papers. You would be interested in their school libraries and in learning their pupils' favorite authors. Then there are music and vertical writing and indeed so many topics that six weeks would seem all too brief with your Chautauqua friends.

Why not "play" that townships are states, and in the institute summer school feel the same interest in comparing

notes with fellow teachers? If you and some chosen friends would set the ball rolling, the usual recesses would not be half long enough for the members of the institute to talk with each other and with the instructors on school-room ways and means, practical and theoretical. And the county superintendent would lengthen recesses or give whole "recitation periods," because there is not one of the ninety-two who doesn't, with his whole heart, appreciate a live, progressive institute from which none of his teachers would willingly be absent.

TEACHING THE EFFECTS OF ALCOHOL.

Indiana has called upon the teachers for a patriotic service, the forewarning of children against the wily enemy that "stingeth like an adder."

"Forewarned is forearmed," so we are arming the little ones to defend themselves and their loved ones—yes to defend their country.

Perhaps some of the teachers have sighed and wondered how they can crowd any more subjects into the school hours, feeling that there is more work now than can be thoroughly done. Let us rise above this and look upon the new law as a privilege conferred by the state. It not only gives us the liberty of taking time to enlighten the children, but it assumes all responsibility by saying that we must do so.

Some one has written "Behind every drunkard are loving hearts that suffer. Uplift the drunkard and you release the unfortunate. The wildest visionary cannot estimate the moral force the world would gain by such an uplifting." It is a noble work to uplift the fallen, but to prevent their fall is nobler. The teachers are to keep the children from falling. Let us go forward like volunteers, not like those who are drafted and cannot secure a substitute. Let us take a soul-stirring motto and live up to it and teach up to it. Here is one that has the true ring to it:

"'Know thyself!' for nerve and sinew
Powers of good and ill enfold,
And, perforce, the soul within you
Rests or struggles in their hold.

" 'Know theyself' God-given forces
Ne'er should mate with brute or clod,
And 'the high stars in their courses'
Fight for him who fights for God,"

If pupils enter into the spirit of that, will it not stimulate and ennoble their "nerve and sinew," their seeking to learn the laws of health that they may obey them?

We have gladly, proudly unfurled flags upon our school houses, celebrated Washington's birthday, observed Decoration Day, taught patriotic songs and read patriotic stories. Now if we can inculcate a knowledge that will keep the "hope of the nation" from the first taste of alcohol; the first cigarette or cigar, we shall have done an equally patriotic service, for we shall have kept the children free and strong to serve the flag we have taught them to love.

Let us prepare for our work so that when school begins we shall be armed with a full measure of knowledge of the effects of alcohol and narcotics upon the system; and with well matured plans for presenting it to the pupils.

It is "a glittering generality" to say "read all you can upon the subject." The Indiana physiologies will be revised as soon as possible. But as the work cannot be done before school opens, we must look to other sources for beginning the new study. Superintendent Geeting's circular recommends three series of physiologies. Perhaps it would be "lending a hand" to tell you what is furnishing us with weapons. For several years we have been familiar with "The House I Live in," and the "Child's Health Primer," published by American Book Co. Either is an excellent guide for the primary teacher and it is better to have both than one. We are reviewing them now and also gathering from the "Youth's Temperance Manual" by Eli F. Brown and from "Pathfinder No II," and find them treasures.

To these sources we are indebted for the motto suggested and for the ground work of the following lesson which we are storing up for the little folks:—

THE STORY OF ALBUCASIS.

Long, long, long ago, people thought they could find or make a medicine which would cure any sickness and keep them well and strong, so they would never grow old and

feeble and would never die. They called it the Elixir of Life. While trying to find this elixir, a man named Albucasis found a dangerous poison. When he tasted this poison, he wanted more and the more he drank, the more he wanted. It made him weak, made his feet unsteady, his hands tremble and his eyes dim, made him forget his happy home and forget to search for the Elixir of Life. He cared for nothing except to get more poison. Soon he took so much that he died.

The name of that poison is alcohol. Wise men have found that there is always alcohol in whiskey and brandy and beer and wine and cider. When people drink much of any of them, they become intoxicated and that means poisoned. There is another name for it. It is *drunk*. Whenever a man is drunk, he is poisoned by the alcohol that killed Albucasis!

The books mentioned above give simple yet scientific proof to the pupils that alcohol is not food, cannot make one strong, nor protect him from cold, and that it tends to shorten life. That tobacco does not preserve the teeth, nor help digestion, and will impair one's powers.

The pertinent questions at the close of chapters relieve the teacher of any appearance of being personal, yet bring the facts home to the pupils. Carefully chosen, wisely used temperance stories will be a valuable ally in adding zest to the study.

DESK-WORK. TABLET-LAYING.

If, earnest primary teacher, you would like a form of busy work that is educative, absorbing and delightfully quiet, try tablet-laying.

If you are unfamiliar with it, please give it this test before deciding that it is not available.

From light card-board or Bristol board, cut twenty oblongs, each one inch long by one-half inch wide. Cut ten of the oblongs in halves making twenty squares one-half inch on a side. Cut ten of the squares in halves diagonally, making twenty triangles. These will be sufficient to experiment with, though each pupil should have twice or thrice as many for his desk-work.

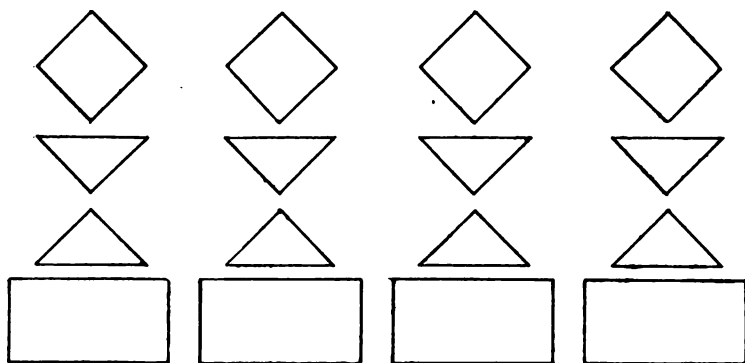
Fancy yourself a child and arrange the tablets you have cut into pleasing designs. You will be surprised at your own interest in the work.

If you need further convincing, let two children vie with each other in forming designs and note their concentration. Then we are sure you will want tablets for your pupils.

If you have great patience you, yourself, can cut enough for your school. Then you will need only Bristol board, scissors and time! But, if you find the cutting too great a task, almost any printing office will cut them for a trifle. Probably the most satisfactory way is to purchase them already cut from the Ad. Builder Co., Bullitt and Main Sts., Louisville. This company furnishes oblongs by the thousand for a small sum. The teacher can cut part into squares and triangles, or if she prefers, can purchase these forms also, at slightly increased expense. The work is most attractive when two or three harmonious colors are used.

Tablets are the seventh gift of the kindergarten. Paper-board tablets in eight forms, eight hundred in a box, may be obtained from Thomas Charles, Nos. 211, 213 Wabash Ave., Chicago, for \$1.00 per box.

Here is a simple border design formed from tablets:



If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. The delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

PRIMARY DEPARTMENT

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

MORAL INSTRUCTION.

Just as in the fields of natural science we are resorting perforce to plants, animals and natural phenomena, so in morals we turn to the deeds and lives of men. We are to get moral ideas without moralizing, and drink in moral convictions without resorting to moral platitudes. Educators are losing faith in words, definitions and classifications. It is getting to be a truism that one can't learn chemistry and zoology from books alone or chiefly.

A little reflection will show that we are advocating object lessons in the fields of moral education, extensive, systematic, all-pervading object lessons, choice experiences and episodes from human life, painted in natural colors as shown by our best history and literature. To appreciate virtues and vices, to sympathize with better impulses, we must travel beyond words and definitions till we come in contact with the personal deeds that first give rise to them. To get the impression of kindness we must see an act of kindness and the glow it produces. When Sir Philip Sidney, wounded on the battle-field and suffering from thirst, reached out his hand for the cup of water that was brought, his glance fell on a dying soldier who viewed the cup with great desire. Sidney handed him the water with the words, "Thy necessity is greater than mine." No one can refuse his approval for this act. After telling the story of the man who went down to Jericho and fell among thieves, and then of the priest and the Levite and the Samaritan who passed that way, Jesus put the question to his critics, "Who was neighbor to him who fell among thieves?" And the answer came from unwilling lips, "He that showed mercy." Such moral judgments as these spring up naturally and surely when we can understand clearly the circumstances under which an act was performed.—*McMurray's General Method.*

NOTES ON GEOGRAPHY.

The work in geography should be much more than simple memory work. In the first phase—the work of the first, second and third grades probably—the work should consist chiefly in a series of observation lessons on plants, animals and a few local geographical facts. In the second phase—the work of the fourth and fifth grades, it may be—the work should consist chiefly in the formation of correct geographical concepts. In order that these concepts may be correctly formed it is necessary for the child to connect geographical facts already known with the strange new facts that he is to acquire. Hence it is necessary for him to take imaginary journeys, to study pictures and to read descriptions and stories in order to get as vivid a picture as possible of the different geographical regions and definite notions of the different elements, the river, lake, island, etc. In this work, perception and imagination are to have full swing. In the third phase—the work of the sixth and seventh grades—the reasons for all the facts observed, cause and effect relations. The child is to see the why—the relation of the many beautiful and interesting facts which he has already learned.

It is intended that almost all of the science work of the entire course in the grades should be included in the study of geography. History is almost inseparable from geography. Therefore a course should be arranged so that history shall be taught incidentally in connection with geography in the lower part of the course, and that geography should be taught incidentally in connection with history in the grade making a study of history.

The following are some of the facts to be taught when the little people are studying their own home as a geographical fact.

Sheltering the family:—

1. House building. 2. Brick yard. 3. Stone quarry.
4. Hardware store. 5. Lumber yard and planing mill. 7. Saw mill.

Feeding the family:—

1. Wheat field. 2. Corn field. 3. Orchard. 4. Gar-

den. 5. Grist mill. 6. Grocery store. 7. Bakery. 8. Creamery. 9. Kitchen. 10. Dairy.

Clothing the family:—

1. Sheep. 2. Cotton and flax if possible. 3. Tailor shop. 4. Dressmakers. 5. Shoe shop. 6. Dry goods store. 7. Clothing store. 8. Shoe store.

Educating the family:—

1. School house. 2. Church. 3. Newspaper office. 4. Book store.

Below is given an outline for the study of the cat in the primary grades as prepared by a teacher of science.

1. Have the children handle the cat to determine and name the parts of the animal; head, body, legs and tail. Note the size and shape of the animal and the natural position of its members. Compare the lengths of the various parts with each other. Make a picture of the cat—side view.

2. The head.—Have the children discover and describe the parts. The ears; how used. The eyes; the pupil in bright and dim light. The nose; whiskers and their use. The mouth; discover the kinds, shape and arrangement of teeth; feel the upper surface of the tongue; discover, at home if necessary, how the teeth and tongue are used in eating and drinking. Draw the head of a cat, front and side view.

3. The legs; discover that there is a front and hind pair and a right and left in each. Find the parts of each—the thigh, leg and foot with knee and ankle joints of the hind pair and arm, forearm and foot with elbow and wrist joints of the front pair. Observe the soft cushions upon which the cat walks and the retractile claws. Learn how these claws are used in climbing and catching prey. Determine the order in which the four feet are moved in walking and running. Draw a complete and more accurate picture than the first.

4. Habits and uses; learn when it sleeps and hunts for food, and what it likes best to eat and drink; in what ways it is useful to man.

The various statements should be gathered from the children in something of the order indicated in the outline, their errors corrected and written by the teacher to serve as future reading lessons.

The dog may be studied in a similar manner in the school

room, then the children should be given directions for making a series of observations on the horse and cow and asked to report at school. Lessons in drawing should be continued as indicated above.

Books to be used in connection with this work:—Nature Stories for Young Readers; Animal life—Cats and Dogs; Seaside and Wayside, No. 1.

In making a detailed study of the United States the following list suggests things each of which should be especially mentioned. Many of them deserve a whole recitation. It would be well to show how these facts have come about and what influence they have on the life of the individual.

New England States:

1. In a cotton factory at Lowell, Mass.
2. The arsenal and gun factory at Springfield.
3. The woolen mills at Fall River.
4. Watches and watchmaking at Waltham.
5. In a shoe factory at Lynn.
6. The granite quarries of New Hampshire.
7. Among the light-houses along the coast.

Middle Atlantic States:

1. New York harbor and Brooklyn Bridge.
2. At the battery in Castle Garden—landing of the immigrants.
3. Garden farming in New Jersey.
4. The mint at Philadelphia.
5. Blast furnace at Pittsburgh.
6. Oyster beds of the Chesapeake.
7. A day at Washington.
8. Trip to Mt. Vernon.
9. Tobacco culture in Virginia and Kentucky.
10. A trip across the Alleghenies.

Southern states:

1. The rice fields of the Carolinas.
2. Some tropical fruits of Florida.
3. Cotton culture in Georgia and Mississippi.
4. The levee at New Orleans.
5. A sugar plantation in Louisiana.
6. A cattle ranch in Texas.

Central States:

1. Corn and live stock of Indiana.
2. Hardwood forests of Indiana.
3. Prairies of Illinois.
4. Chicago as a trade center.
5. Pineries of Michigan.
6. Lead mines of Wisconsin.
7. The wheat fields of Minnesota.
8. The flouring mills of Minneapolis.
9. A trip along the upper Mississippi.

Western states:

1. Farming by irrigation.
2. A mining camp in Colorado.
3. Gold and silver smelting at Denver.
4. Across the Rockies along the Denver and Rio Grande Railway.
5. A trip to Yellowstone Park.
6. Salt Lake City and the Mormons.
7. In the Yosemite Valley.
8. Among the big trees of California.
9. Fruits and flowers of southern California.

NOTES ON LANGUAGE WORK.

There are some phases of language work that should be carried throughout the entire course. Some of these are the following:—

Increase of vocabulary.—The child's vocabulary is very small and whenever a new word can be given for an old idea or one that will take the place of a phrase or clause it is usually well to give it, no matter in what subject the occasion arises. (Of course the teacher must use discretion and not give new words when the child has all he can do to master the thought and when the new word would be that much more than he would be able to take.)

Correction of errors in speaking.—Errors in pronunciation can be corrected by noting the error when made and correcting after the pupil has recited or when the recitation is over, or several words which the pupils mispronounce may be put on the board and some little separate time be given to a drill on

the proper pronunciation. Errors in grammatical form and use of words cannot be corrected apart from their peculiar relation in sentences. These mistakes require much more careful treatment and should be judiciously corrected.

In the lower grades, it is well to make a list of the words incorrectly used and have occasional drills on the right uses.

Correction of errors in writing.—Carelessly written work in which occur mistakes in spelling, punctuation, capitalization, paragraphing, in the use of words and expressions and the construction of sentences should not be tolerated. The principle remedy is that the teacher must not require very much more written work than he or she is able to look over, correct and require re-written if necessary. The young man who applied for a principalship and in his letter 'reffered' the trustees to his 'proffessors' as to 'wheather' he had the necessary qualifications, and who omitted many of the subjects of his verbs and began several sentences with small letters, was not considered for one moment for the position. His scholarship may have been good, but no board of trustees will select a teacher whose written application shows such manifest disregard of the most ordinary requirements of written English.

Language and drawing.—Both language and drawing are modes of expression and when practical should be carried along together. When the children have an object before them and its description is desired, in many cases at least, this should be accompanied by the drawing. The drawing of the object helps to give a more accurate distinct picture and the language will thereby be fuller and more accurate.

If, instead of describing an object, the children were writing of the changes it had undergone (narration), the same remark applies. "The blossoming of the cherry tree," taking it before the buds began to swell and noticing each change, is an excellent typical example of narration in which the drawing and language can be combined. And these not simply *can* be combined but *should* be combined for the strongest, most effective work.

Imitation.—The teacher must not forget that the good use of language is very largely a matter of imitation. Therefore the teacher must at all times not only use correct language,

but should also be able to use elegant, concise and forcible English. In the composition work, she should frequently suggest better ways of saying things than the children alone can give. At first, she should suggest (with the help of the pupils) the outline to be followed in writing. She will not do this all the time in any grade and still less in the higher grade than in the lower.

Language in other subjects.—In every subject, arithmetic, geography, history, physiology, etc., the teacher should insist on clear, correct and concise English. Even in the explanation of a problem, the language used should be not simply mathematically correct but grammatically as well—clear and concise. This applies also to the written work in the different subjects.

THE SCHOOL ROOM

Conducted by GEO. F. BASS.

A GEOGRAPHY LESSON.

We think that the pupils saw from the teacher's illustration that the sun might appear to move from north to south and from south to north and yet not move at all. It *might* be the earth that is moving. We were glad he gave his illustration and moved on to something that they could understand. He did not press them with the words, "Do you understand?" said in such a way as to suggest to the pupil that if he does not he must be very stupid. Most of us if pressed that way would say yes, with some mental reservation; especially if we thought by saying *yes* the questioner would ask no further questions.

It will be remembered that the teacher's purpose in this lesson was to teach the general distribution of heat over the surface of the earth. The teacher said "When do we have the warmer weather, when the sun is most nearly over our heads or when it is farther south of us?"

Many were ready to say from their own observation that it is the warmer when it is most nearly over our heads.

Teacher—Suppose we were one thousand miles south of this place to-day, (June 15) would the sun be more nearly overhead than it is here?

P.—I think it would.

T.—How would the temperature compare with ours?

P.—I think it would be warmer.

T.—Suppose we were to go to a place where the sun would be exactly overhead?

P.—It would be warmer still.

Second P.—That's where the brown baby lived.

T.—So it is.

(The teacher in a preceding grade had read "Seven Little Sisters" to the class. This pupil recalled what was said about the brown baby.)

The teacher now took a globe and showed where we live and where we would be to-day if we were where the sun shines directly overhead at noon. He called attention to the fact that the sun seems to come north to a certain point and then go back. The children had noticed this when they were studying the shadow of the pole.

One spoke out, "without permission!" and said, "Yes, our shadow proved that." Another said, (without raising the hand—just think of it!) "There must be a strip around the earth that is pretty hot all the time."

T.—What makes you think so?

P.—The sun just swings back and forth nearly overhead all the time in this place, (pointing to the globe) and the earth is turning all the time, so that would make a hot strip around the earth.

T.—You are right, Where, then, will we find the hottest part of the earth?

P.—In this strip.

T.—Yes; and this strip is called the Torrid zone and the line running through the middle of it is called the equator.

"How easy!" says one, "But what would the teacher have done if that pupil had not suggested the hot strip?"

My dear brother or maybe sister, do you think that this was a mere happening? Don't you know that the subject was presented in such a way as to cause the pupils to see just that fact? It is likely that many others saw the same thing before it was told. "But if *no* one had seen it?" Why the teacher would have kept doing things to arouse the proper mind activity. It takes more to move some minds than others.

"Why not *tell* him that the Torrid zone is a hot strip around the earth midway between the poles?" Because we wish to *teach* him. If he tells him and he remembers it, he gains much less in mind power than he would if we did something to cause him to think it. If we simply wish him to be able to repeat the words (on examination day for instance), telling is just the thing.

But the teacher had none of this in his recitation. He went on as smoothly as if what came was just what he expected to come. And we are inclined to believe this to be true. His next move was the following:—

T.—Now, suppose we come away from the equator to where we live, how would we find the temperature here as compared with that?

P.—I think it would be cooler.

T.—Suppose we were to go away south of it?

P.—I think it would be warmer, for the farther south we go, the warmer we get.

We and some of the pupils could hardly keep still, because we knew the answer was wrong: but the eye of the teacher quieted us. He did not frighten us, his look just said "wait." We waited.

T.—In the winter, where is the warmest place in our school-room?

P.—Near the stove.

T.—If I move *south* of it, will I find it warmer or cooler?

P.—Cooler.

T.—State the effect of going north or south from the equator.

P.—The farther we go from the equator the cooler we find the temperature.

Second P.—We might say that the nearer we are to the equator, the warmer we find the temperature.

T.—Yes.

This is the law that they have discovered. Of course there are exceptions, or rather modifications of this law of the general distribution of heat. These will come up later. We can afford to allow the pupils to remain in "blissful ignorance" for awhile. The teacher will spring this subject on them at the proper time and they will, under his guidance, think it out.

The teacher closed this lesson with some "practical" applications.

He said, "I have a friend who lives on the equator, what kind of clothes do you think he wears, light or heavy?"

P.—I think he must wear very light clothes because the weather is very hot there.

T.—I have another who lives a long way south of the first one. The first one is going to visit the second. What kind of clothes has he, probably, in his trunk when he starts?

P.—I think he probably has heavy clothes in his trunk, for the farther south we go from the equator, the cooler we find it: and you said he was going a long way south.

Many more were given, but this is enough to suggest the idea.

"PURPOSE."

A great deal has been said about the "purpose of the author." Does the poet have a purpose when he writes, and is he conscious of it? It matters little to the teacher or pupil whether he does or does not, so far as the interpretation of the poem is concerned. The movement of the mind in interpreting it will be the same. We must first deal with the arbitrary language forms. These will suggest individual pictures, and when we have enough of these they organize about some one thing, and the selection says that one thing to us. We then infer that the author must have intended to say just that thing, and that, therefore, this was the "purpose of the author." Now, if we should ask him about it, and he would tell us that he wrote because he felt as if he must and that he could not help it, the selection would lose none of its worth or beauty. It would still be a means of culture for the pupil.

Let us not trouble the pupil about "conscious purpose," but rather turn his power toward picturing the individuals the language sets forth, and to determining what all the individuals taken together say to us. Take "Skipper Ireson's Ride" for illustration. Whittier, likely, did not say, "Go to, now; I'll construct a piece of literature to show that remorse is the greatest punishment." However, he probably *felt* this truth.

He wrote in such a way as to arouse this feeling in us. We read and feel, if we read deeply; but the pupil does not often read deeply. He often does not picture vividly, and he often does not see the significance of the pictures. Here the teacher can help. Many a pupil has read Skipper Ireson's Ride and seen nothing but a man tarred and feathered taken through the streets in a cart drawn by women. This is a humiliating scene. What is the effect on the Skipper? Hear him:

"What to me is this noisy ride?
What is the shame that clothes the skin
To the nameless horror that lives within?
Waking or sleeping, I see a wreck,
And hear a cry from a reeling deck!
Hate me and curse me—I only dread
The hand of God and the face of the dead!"

And then his wife said, "God has touched him!—why should we?" and another said, "Cut the rogue's tether and let him run!" It was done and they left him alone with his sin and his shame.

The "purpose of the author" is now worked out and nothing has been said about it. The teacher had studied the lesson in an organic way. It had a message to him. He led the pupils through it and they felt the effects of the message.

They may have laughed a little at the ludicrous picture of a man tarred and feathered and carried in a cart through the town by women, all for his hard heart, but the pupils become serious when they see his heart is softened. He is made to see and feel his sin. He is led to say that this inward feeling is greater punishment to him than is the sad external plight in which he finds himself. This is the universal truth in this poem. It would not be a poem without it.

LANGUAGE.

The purpose of language is to express thought in order to influence in some way the reader or hearer. In teaching "language," then, the teacher should keep this fact always in mind. It involves two sides—meaning and expression. In teaching it, the aim should be to make the meaning side the most prominent. The expression exists for the sake of

the meaning. The expression should become almost automatic. The pupil should master the forms of language and yet be unconscious that he is mastering them. This can be done only by emphasizing the thought side and *always* using the form to express the thought that the pupil *desires* to express.

This suggests much in regard to teaching language. It suggests that the study of *things* should form a basis for language work. Have the pupil *get* the thought and in such a way that he *desires* to express it. He then *needs* the language. If a pupil desires to tell some one what the boys are doing and he says "The boys is playing ball," it then becomes the duty of the teacher to tell him that if he means to tell that two or more of the boys are playing, he must use the word *are* instead of *is*. The teacher should remember, in this work, to regard the sentence as a means to express thought for the purpose of influencing some one in some way.

This one illustration will suffice for teaching correct word-forms.

The pupil may say that he is *awful* glad. The teacher wishes to teach him that he has the proper thought. He is not filled with awe but with gladness. The word *glad* is not an adequate expression of the amount of the attribute that he possesses. The word *very* is given him. He is told that when he feels so full of gladness hereafter to use the word *very* instead of *awful*.

In studying an object he learns its various attributes. He is asked to describe it so as to make an absent person see it. The purpose is set for him. The desire to make some one see the object makes the pupil select the attributes of the object that will best set it forth. When he has decided what attributes to express, the desire for the proper words to express them is aroused. He begins to think the attributes. He says "*Where* is it?" But then he thinks of his purpose and questions whether position is the best one to give to make one see the object he is describing. If he decides that it is, he then reaches out for an expression of the attribute. He may say "It is on the table," etc. Which is the best expression for the purpose? He may say that it *stands* or *lies* on the table. But the object being a pencil, it will be better to say it *lies* on the table.

But he may conclude that the attribute of position is not the best one to begin with. He may choose form. He then selects the words, phrases or sentences that will best express this attribute.

The one point that should always be kept in mind in teaching "language" is that of its purpose—one person wishes to express his thought to influence in some way another person or persons. The purpose should be kept vividly before the pupil since it helps to decide what ideas shall be expressed and the forms best adapted to express them.

EDITORIAL

PRES., J. J. MILLS's article in this issue of the JOURNAL is full of good thoughts and will well repay a careful reading.

THE article on Shakespeare by Prof. Rigdon, found on another page, lays the foundation for a comprehensive study of this great author. It will be followed by other articles which teachers can ill afford to lose.

ADVERTISEMENTS.—Please read the advertisements found in this issue of the JOURNAL. A teacher who skips the advertisements fails to get a variety of facts pertaining to his profession that might be of great benefit to him. Everything advertised in an educational paper is supposed to be of interest to teachers.

NEW YORK LEADS —The recent legislature of New York passed a law which provides that after 1897 every teacher in the public schools of the Empire state must have at least one year's professional training. The enactment also endows the state superintendent with power to designate the high schools from which the teachers shall be drawn. This is a move in the right direction. The time is not far in the future when special preparation will be required of all teachers—law or no law. It is already true that in many places no teachers are employed unless they have had professional training or successful experience.

LELAND STANFORD UNIVERSITY has been laboring under great embarrassment owing to the fact that its funds are largely tied up in a lawsuit. The government aided in building the Central Pacific railroad and is now trying to hold the stock holders in the road individually responsible for a large sum of money. About \$15,000,000 of the Leland Stanford estate is thus involved. A suit which has been pending for some time has just been decided in favor of Mrs. Stanford, but it has been appealed. It is greatly to be hoped that the higher court will confirm the decision of the lower court, as the whole amount will go to the Stanford University if the decision stands. Never before was so large a sum of money devoted by one individual to educational purposes and it would be a great misfortune to the country should this

fail. The very existence of what has been regarded as the best endowed university in the world depends upon the decision. Mrs. Stanford is putting forth every effort to keep the University running while this sum is in jeopardy and non-productive. The University as now run costs about \$15,000 a month.

INDIANA YOUNG PEOPLE'S READING CIRCLE.

The following is the list of books selected for 1895-96:

For Second Grade Pupils.—Nature Stories for Young Readers—Animal Life, Vol. II, 25c.; *Æsop's Fables*, Vol. I, 26c.

For Third Grade Pupils.—Stories of Old Greece, 25c.; Little Jarvis, 50c.; Each and All, 44c.

For Fourth Grade Pupils.—Little Brothers of the Air, 60c.; Fanciful Tales, 50c.; Stories of Columbia, 70c.

For Fifth Grade Pupils.—In the Boyhood of Lincoln, 90c.; Tropical Africa, 72c., American Neighbors, 50c.

For Pupils of Advanced Grades.—Among the Law Makers, 90c.; Story of Collette, 80c.; Story of the Hills, 75c.; Cadet Days, 80c.

These books are now ready for distribution, and are furnished by the manager on receipt of price. He is also prepared to furnish books on the lists of previous years. George F. Bass, Indianapolis, is the manager and will give prompt attention to any orders.

THE COMMITTEE OF TWELVE.

Some years ago the National Council appointed a "Committee of Ten" whose report has been before the public for some two years. This report discusses in a masterful way high school and academic education. Later, the National Superintendent's Association appointed a committee of fifteen to make a report on the studies below the high school. Three sub-committees submitted their reports at the Cleveland meeting last February.

One of these was "On the Training of Teachers," another on the "Correlation of Studies in Elementary Education;" and the third "On the Organization of City School Systems.

The first was presented by H. S. Tarbell, formerly of the Indianapolis schools; the second by W. T. Harris, U. S. Commissioner of Education; the third by Andrew S. Draper, president of Illinois University. All these reports were carefully prepared and contain much valuable matter. Dr. Harris's report has caused more discussion than was ever caused by any other educational paper. His use of the word "correlation" is severely criticised by the disciples of Herbart. It is needless to say Dr. Harris defends himself.

It was fully expected that these reports would be reconsidered and modified in some parts and other reports would be added. A member of the committee stated these facts to the writer but he was mistaken. The work of the Committee of Fifteen is done and no further publications will be made.

A "Committee of Twelve" was appointed at the Denver meeting to make a report on what can be done for the country schools. The work of these schools is to be considered in all its phases and suggestions and recommendations made as to what should be done and how the desired results can be best reached. It is thought that the work of this committee will result in great good to the districts school, especially in those states that have no county superintendence. The chairman of this section is D. D. Kiehle, professor of pedagogy in the University of Minnesota.

THE DENVER MEETING.

The Denver meeting of the National Association was a great success in many regards.

1. It was the largest in the history of the Association—this being determined by the number of paid members.

2. The attendance upon the meetings was unusually large—this probably being brought about by the inclemency of the weather.

3. The papers were of extraordinary merit. Out of all the papers read before the general association, but *one* was commonplace.

Indiana was creditably but not largely represented.

The weather at Denver was unusually disagreeable, so much so that the citizens were very much chagrined over it, lest visitors might conclude that such weather was common. At the close of the week, when the teachers were through their work and ready for sight-seeing and excursions, the clouds disappeared and every body was happy.

N. C. Daugherty, superintendent at Peoria, Ill., was elected president of the general association for the coming year, and Irwin Shephard, of Winona, Minn., was elected secretary.

The election of officers for the various sections resulted as follows:

Higher Education.—James H. Baker, president Colorado State University, president: Joseph Swain, president of University of Indiana, secretary.

Business.—Frank Goodman, Nashville, Tenn., president.

Kindergarten.—Miss Amelia Hofer, Chicago, president.

Secondary Education.—E. L. Harris, Cincinnati, president.

Music.—C. H. Congdon, St. Paul, president.

Manual and Industrial.—C. H. Keys, Pasadena, Cal., president.

Natural Science.—Charles E. Bessey, University of Nebraska, president.

Art Department.—Walter S. Goodnough, Brooklyn, president.

Normal Education.—John W. Cooke, Normal, Ill., president.

A new department of physical training was added to the association, and the following officer elected: President, Miss Anna Morriser, supervisor physical training public schools, Cleveland, O.

The vote on place of next meeting was as follows: Los Angeles, 12; Duluth, 9; Asbury Park, 7. The matter was finally left to the executive committee.

CHANGE OF TEXT-BOOKS.

The State Board of Education at a recent meeting adopted the following:

"Moved that it is the sense of the State Board of School Book Commissioners that at the expiration of the present contract for language books and a grammar, new bids shall be received to supply the schools with such books; and that at the expiration of the present contract for physiologies and a United States history, the same shall be revised, the extent of such revision to be hereafter determined."

The resolution means that the language books and grammar now in use will be dropped and bids for new ones asked. It also means that the physiology is to be revised so as to make it conform to the new law which requires the teaching of the effects of alcohol and narcotics upon the human system.

It means further that the history is to be revised in regard to some points touching the Civil War. The G. A. R. people have made criticisms which the Board will consider in detail later.

The physiologies and histories have both been well liked in the main.

One of the purposes of the present school law was to prevent frequent changes of text-books. At the present rate of change, there will be more changes under the new law than under the old.

PROFESSOR HUXLEY IS DEAD.

The following is a clipping from an editorial in the *Indianapolis News*:

"As a naturalist and biologist Professor Huxley has left no successor. It was in these fields and in the kindred one of comparative anatomy that he won his chief renown. Though he did not have the true scientific temper, he did have the scientific intellect. No more patient investigator, accurate observer or careful reasoner ever lived. His life teaches the lesson taught by the lives of all highly successful men, and that is that there is no substitute for hard work. He knew that there was no short and easy cut to wisdom. His energy was unwearying and his activity and industry were exhaustless. No sacrifice of ease and comfort was too great for him to make in his quest of knowledge. Professor Huxley was a great teacher and a prolific and inspiring writer.

Professor Huxley was a materialist, but he was not an infidel. He coined the word "agnostic" to describe his mental attitude toward the unseen world. Here we come upon one of the few limitations which he recognized. He held that there were some things upon which we had no right to form opinions, because we could in the nature of things know nothing about them. Knowledge that could not be verified in such a way as to convince the human intellect, he would not admit to be knowledge at all. In spite of the cheap wit of many theologians this is a completely intelligible state of mind. The man who will neither affirm nor deny, but who insists upon waiting for the evidence,

may indeed be the victim of over-scrupulosity, but he is to be preferred to those who, as Matthew Arnold says, talk of God as though "He lived in the next street." Professor Huxley did a great work in the world and his name will always be revered by those who love sound learning and devotion to the truth."

WHAT THE READERS OF THE JOURNAL MAY EXPECT.

The JOURNAL is always careful not to promise its readers more than it is sure it can give them. It is easy to announce a long list of distinguished people who will write occasional articles but that means but little. "A paper that *thunders* in the index is likely to *fizzle* in the context." Not the occasional but the regular contributors determine the character of a paper.

The JOURNAL flatters itself that its regular corps of contributors and department editors surpasses that of any other paper in the United States.

ARNOLD TOMPKINS, who has charge of the department of pedagogy, is peculiarly suited to this work. As a teacher, as a thinker, as a lecturer, as a writer, he is the peer of any man in the state. The state normal has never produced his superior in these regards. He has recently been elected professor of pedagogy in the Illinois University, but will continue to write for the JOURNAL.

SARAH E. TARNEY-CAMPBELL, who has charge of the primary department, was for years assistant instructor in methods and principal of the model department of the State Normal school and has just been elected supervisor of instruction in the Anderson schools. Two years ago when the first three books of the Indiana series of readers were to be revised the State Board of Education selected Mrs. Campbell as the best person in the country to do the work. She is easily the most competent person in the state to conduct the primary department of an educational paper.

GEORGE F. BASS, who has charge of the school room department, is now editor of the *Young People* and manager of the Young Peoples' Reading Circle but for many years was one of the most successful supervising principals that Indianapolis has ever had. Mr. Bass is not only a student of pedagogy, but he is a practical teacher. He can do what few superintendents can do—he can go into a school room and skillfully conduct a recitation in any grade from the primary up.

Mrs. E. E. OLCOTT, who has the "Lend a Hand" department, is one of the most successful primary teachers in southern Indiana. She not only sees the salient points of school work but she has a most happy faculty of portraying them. What she has to say about school management or instruction is always suggestive and helpful.

W. F. L. SANDERS, who answers the questions and has the query and answer department, is superintendent of the Connersville schools. He is the author of an excellent text-book on English grammar, also of *Outlines in History*. He is an expert in mathematics and is an excel-

lent all-around scholar. If you want to know anything write to Mr. Sanders

In addition to those who have departments, HOWARD SANDISON, of the State Normal, will begin to write regularly for the JOURNAL, beginning next January. It is not necessary to say to Indiana teachers that Mr. Sandison stands in the front rank of educational thinkers and writers.

THE READING CIRCLE WORK always sets the standard and points the direction of the professional reading of the teachers for any given year. This year the books selected are Shakespeare—Henry VIII and The Tempest—and McMurray's General Methods.

To give the teachers the best help possible in this line of work, the JOURNAL has arranged as follows:—

JONATHAN RIGDON, Prof. of Pedagogy in Central Normal at Danville and the author of a series of grammars and of a new book on Pedagogy, will write a series of articles on Shakespeare and especially on the two plays under consideration; and later will answer the State Board questions based on these plays. Those who read Prof. Rigdon's answers and discussions on Shakespeare last year, will readily admit that he ranks high as a Shakespearean student.

Dr. McMURRAY, himself, author of the book to be used, will begin a series of articles in September which will be specially designed to help the readers of his book. These articles alone will be worth the price of the JOURNAL for a year. Dr. McMurray is one the most prominent disciples of Herbart in this country.

Dr. ELI F. BROWN, of the Indianapolis Business University, will furnish a series of articles on the effects of alcohol and narcotics on the human system. Dr. Brown is the author of a book on this subject and also of a physiology. He is not only a doctor but is one of the best teachers in the state. As the new law requires teachers to give instruction in this subject, these articles must be helpful.

As Herbart and his pedagogical philosophy must of necessity enter into all the professional study for the coming year, the JOURNAL will have in the September issue an article setting forth the characteristic features and principles of Herbart's educational philosophy, by LEWIS H. JONES, late of Indianapolis, but now superintendent of the Cleveland schools. Teachers of Indiana and of the country know that anything Lewis H. Jones writes is well worth reading. Mr. Jones is a student of Herbart but not a Herbartian.

W. P. BURRIS, of the Bluffton schools, the only superintendent in the state who has given Herbart's theories and principles a practical school-room test has agreed to give to the readers of the JOURNAL the results of his experiments. For more than a year Mr. Burris has conducted his schools in accordance with Herbart's ideas in regard to "correlation of studies." These articles will certainly be interesting and suggestive.

J. A. JOSEPH, president of Central Normal College at Danville, will furnish the JOURNAL a few articles on history and how to teach it. Pres. Joseph has the department of history in his school and is also

author of two or three books on the subject. He certainly knows what teachers need in this line.

O. P. McAULEY, who teaches mathematics in the Normal department of the Northern Indiana Normal School at Valparaiso, will furnish the JOURNAL a series of articles on arithmetic. Mr. McAuley is a superior instructor and his daily intercourse with teachers from all parts of the country enables him to know just what teachers need in this subject.

So much work has been definitely arranged for and the JOURNAL challenges comparison with any other paper in the country, both as to the ability of the writers and as to the character of the work planned. Such writers guarantee beyond a peradventure the best educational thought put in such form as to be of value to every teacher.

THE INDIANA SCHOOL JOURNAL has for nearly forty years devoted itself faithfully to the educational interests of this state. In that time many other papers have started, continued for a season, and failed, but the JOURNAL, like Tennyson's Brook, "goes on forever."

Indiana teachers may make new friends, but they never forsake an old one that is tried and true.

The price of the JOURNAL at institutes is \$1.25, the regular price of similar papers throughout the United States.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN JUNE.

SCIENCE OF EDUCATION.—1. What do you consider the chief purpose of education?

2. What is meant by the relative value of studies?

3. What is interest? Discuss briefly the relation of interest to acquisition.

4. Define concentration.

5. Define apperception.

6. Does the child reason mainly by induction or deduction? Give reasons for your answer.

7. What is meant by the unification of knowledge?

8. Name three leading writers on elementary education, and state tersely the principles of each. (Any six.)

READING.—

Grave men there are by broad Santee—

Grave men with hoary hairs;

Their hearts are all with Marion,

For Marion are their prayers.

And lovely ladies greet our band,

With kindest welcoming,

With smiles like those of summer,

And tears like those of spring.

For them we wear these trusty arms,

And lay them down no more

Till we have driven the Briton

Forever from our shore.

—W. C. Bryant.

1. In his "Song of Marion's Men," what lesson would Bryant leave with us?
2. What of history would you teach in connection with the reading of this selection?
3. Name and describe the figures of speech in the stanza.
4. If you follow Ruskin—"at least be sure that you go to the author to get at his meaning, not to find yours"—what will be the questions you would submit for the study of a selection?
5. Do we underrate or magnify the importance of reading as compared with other studies? Justify your answer.
6. Is the newspaper a factor in good reading? Why?
7. Read a selection to the County Superintendent. 40

GRAMMAR.—1. Use *writing* in sentences (1) as an adjective modifier, (2) objective complement, (3) principal word in prepositional phrase, (4) in an independent phrase (5) as a mere noun. Designate each.

2. Give written parsing: Annually, upon the 30th of May, we gather flowers to decorate the soldiers' graves.

3. I accepted the statement that all money collected was accessible. Designate and tell the kind of complement or complements in the above sentence. Underline the clause and tell its use. What is the use of *collected*?

4. Name and define the different classes of verbs with respect to their meaning.

5. Write a synopsis of the verb *teach* in the subjunctive mood, second person, singular number.

6-10. Write a review of a good book you have read recently. Review graded on development of subject, grammatical construction, spelling, punctuation, penmanship and diction.

RUSKIN'S ESSAYS.—1. What two "bad reasons" does Ruskin assign for England's having escaped the calamities which had befallen the neighboring countries?

2. What was Ruskin's purpose in writing the *Fors Clavigera* letters?

3. Discuss the relation between war and taxation.

4. How is the character of the present dependent upon the past?

5. "Virtue does not consist in doing what will be presently paid, or even paid at all, to you, the virtuous person." Discuss.

GEOGRAPHY.—1. Outline a course in oral geography for the third grade. 30

2. Describe the drainage of Indiana.

3. Give the chief exports of the West Indies and name the countries to which they are sent.

4. Of what commercial importance is southern Africa?

5. Name in order of latitude the cereals found in passing northward through the United States and Canada.

6. In what way do ocean currents affect the animal and plant life of the world?

7. What are the chief industries of Alaska?

8. What tropical fruits are grown in the United States?

(Answer any six not omitting the first.)

HISTORY.—1. Who were the mound builders? State what is known of this race as learned from recent investigations.

2. Among the early Virginia colonists, who made up the class that were known as "indentured servants?" How did they differ from the ordinary negro slaves?

3. What were the Writs of Assistance? Why were they necessary?

4. The power of the United States government is vested in what three bodies? What is the function of each, and how are the members of each chosen?

5. Describe the conflict between the Monitor and the Merrimac. Which was victorious and what was the effect of the victory on the course of the war?

6. Define treason. Why were they who engaged in the late war not tried for treason?

PHYSIOLOGY.—1. In what respects is a knowledge of chemistry valuable to a teacher of physiology?

2. Describe three notable chemical changes that take place in the human body. Describe your method of making known to your pupils the difference between a chemical and a physical change.

3. Which of the following can be classed as chemical and which as physical processes: mastication, insalivation, deglutition, oxidation, circulation, congestion, respiration, coagulation and respiration.

4. Describe the heart as to its cavities, valves, openings and beat.

5. Name the constituents of human blood and state the function of each so far as known.

ARITHMETIC.—1. Name the fundamental operations of arithmetic. What should the child know when he begins the study of formal addition, i. e., to add numbers consisting of three digits (say)?

2. Reduce $\left(\frac{8}{3} + 4\frac{1}{2} + \frac{4}{3} \times 9\right)^2$

3. An agent sold some land for me. After deducting \$90 for commission he remitted \$1,910. What rate per cent. did he charge?

4. I bought a piece of land 37.4 rods long and 18.25 rods wide, at \$50 per acre. What did it cost? Illustrate as to a class.

5. If 7 men working, 10 hours a day make 6 wagons in 21 days, how many wagons can 12 men make in 16 days working 9 hours a day?

6. Define multiplication if the multiplier is a fraction

7. Illustrate your process of teaching cube root.

8. Analyze: A has \$2,400; $\frac{3}{8}$ of his money + \$500 is $\frac{1}{4}$ of B's money. How much has B?

9. In number work, state course of study, first year, the following recommendation is made: "All possible combinations * * * of numbers from 1 to 10." Give your understanding of the above quotation.

10. A had \$500. He gave B 20% of it; C 50% of what remained and the last remainder was divided equally between D and E. Write five good questions based upon the above facts and give answers to them.

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—The chief purpose of education is to draw forth persistently, habitually and permanently, the powers of a child. (*Joseph Payne.*) To give to the body and the soul all the beauty and all the perfection of which they are capable.—(*Plato.*) To lead human souls to what is best and to make what is best out of them.—(*Ruskin.*) To develop in the individual all the perfection of which he is capable.—*Kant.*

2 The relative value of studies is the value of each based upon its efficiency in bringing about the purpose of education and compared with the value of other studies reckoned upon the same basis.

3. *Interest* is "attention with a sense of concern, or the especial importance of a thing to one's self. The act or process of acquiring depends greatly upon the degree of interest manifested by the learner. Lively interest draws the powers of the mind to a special effort, the intensity of which tends to fix permanently the ideas acquired.

4. *Concentration*, as here used, is the drawing or directing of one's energies to or toward a common center, in order that the action of the mind may be more intense and effectual.

5. Apperception is that kind of perception in which the mind is conscious of the act of perceiving; or a perception of the mind's own states in addition to the objects of those states; or the coalescence of part of a new idea with an old one by modification.

6. By induction, for much of the material used in inductive reasoning is obtained by experience which has reference to the knowledge we gain by perception or ordinary observation and experiment. The child is usually not competent to understand a general law and apply it to a particular fact. Here and there the child picks up special facts, and if directed properly, may be led to see the general law comprehending them all. The method of children is to infer from the unknown to the known, to think from the parts to the whole. The child also makes deductions but they are chiefly outside of the domain of school studies.

7. It means the linking together of the different phases of knowledge, by means of their many related parts, so as to make the whole a compact mass of organized material from which wisdom may be originated.

8. *Froebel*—"Education shall be essentially a work of liberty and of spontaneity. It ought to be indulgent, flexible, supple and restricted to protecting and overseeing.

Pestalozzi—"True education is a growth, the outward evolution of an inward life." "The principal end of elementary instruction is not to cause the child to acquire knowledge and talents, but to increase and develop the forces of his intelligence." (See *Compayre's History of Pedagogy*, pages 439 and 440.)

Rousseau.—"To let nature have her way to the greatest extent possible; to harden the body; to teach only things; to educate early and carefully the senses; to see that the child is happy.

READING.—1. The example of Marion and his men in their intense,

unselfish, patriotic devotion to their country, exhibited amidst the greatest difficulties and absolutely without any assurance of future reward.

2. The causes of the Revolutionary War, together with the history of that portion of it with which Marion was specially connected.

3 (a) "Smiles like those of summer"—*simile*; (b) "Tears like those of spring"—*simile*; (c) "trusty arms"—*personification*.

4. General questions.—What is the author's purpose? His theme or central thought? His style? Special for this selection:—Who was Marion? Of whom was his band composed? For what principle were they fighting? What was their method of warfare? In what part of the country did they carry on their warfare? Etc.

5. It is underrated for its great importance in itself and as a means for mastering other subjects is not understood; it is neglected because so few know how to teach it properly. As it is the gateway to everything else it should be most zealously and carefully taught.

6. It is, because of its varied character; and because the reader tends instinctively, in the oral expression, to give a natural tone. Many of the words are new, yet needed in the pupil's vocabulary to give him a culture and understanding.

GRAMMAR.—1. (1.) Those girls *writing* at the table belong to the Latin class. (2) I saw the girls *writing*. (3) In writing we should hold our pen properly. (4) *Writing* being the exercise of the hour, we began to arrange our writing material. 5. The *writing* is excellent. [In example 4 the next to the last word is also an illustration of "writing" used as an adjective.]

2. "Upon" shows the relation between "gather" and "day" understood; "30th" is an adjective modifying "day" understood; "to decorate" is an infinitive denoting purpose and modifies "gather."

3. "Accessible" is an adjective used as a complement to the verb "was;" it may be called a predicate adjective; "that all money collected was accessible," is a clause in apposition with "statement"—that is, it is a substantive clause used adjectively; "collected" is a past passive participle used adjectively, modifying "money."

4. Some authors would say transitive and intransitive. This answer is in accordance with Reed and Kellogg, and with Gould Brown. By some authors these classes are said to be on a basis of *use* or *government*. (See Indiana grammar.) There is no clear classification of verbs based on meaning alone. Instead, it would be better to give a classification based on *power of expression*, as *pure* and *attributive*, the former expressing only a relation, while the latter both asserts and expresses an attribute. (See Rigdon's Grammar.)

5. Active, present, (If) you teach; past, (If) you taught; past perfect, (If) you had taught. Passive, present, (If) you be taught; past, (If) you were taught; past perfect, (If) you had been taught.

GEOGRAPHY.—1. (a) Drill on *form*, using (1) *lines*—straight, curved, broken; (2) *objects*—square, smooth, round, rough.

(b) Drill on *size*, using large and small objects in comparison. (c)

Drill on *color*, using objects of different colors, (ball, cards, and yarn,) let the pupils tell the color of the sky, the grass, an orange, etc. Drill on *place*; let pupils tell the position of objects, using the words—left, right, corner, side middle, center, etc., and the prepositions in, over, by, under, etc. (e) Drill on *distance*; let pupils compare, measure and judge distances between objects in the school room. (f) Drill on *direction*, using the cardinal points; let pupils tell the position of objects in the school room, the yard and the surrounding country. The cardinal points may be marked on the floor, or on the walls. Teach here the semi-cardinal points. [The foregoing constitute certain fundamental ideas necessary to a proper understanding of real geography; after being drilled on them, home geography and conversations about other countries would naturally follow.]

Vary the above now and then with lessons on natural features. Let what the children have seen be your working material—hills, streams, ponds, etc. Develop conceptions and definitions of mountains, rivers, lakes, islands, etc. Have conversations about water, air, wind, rain, clouds, etc.; about productions—vegetable, animal, mineral. Get the children to tell you what animals they have seen in shows or circuses. The children's statements will furnish much material for the teacher to use in giving the pupils ideas about other countries and how the people there live. Pictures of scenery, cities, etc., of our own and distant countries should be freely used.

2. (See any good map of Indiana.)
3. The chief exports of the West Indies are sugar, tobacco, and coffee. They are sent to the United States, Great Britain, Holland, France and Spain.
4. Southern Africa is of considerable commercial importance on account of the diamonds, wool, hides, and ostrich feathers exported and the machinery, furniture and food products imported.
5. Rice, corn and oats, wheat, rye.
6. By affecting the temperature and the moisture of the countries near which they flow.
7. "Sealing," fishing, hunting, mining, and trading.
8. Oranges, bananas, lemons, limes, olives and pineapples.

U. S. HISTORY.—1. The Mound-builders were a race that built the so-called Indian mounds. This race has not been definitely traced, but the main authorities and recent investigations indicate that this people must have come from Mexico or Central America. Some hold that these builders must have been an aboriginal race of whom no other trace has been found, and others ascribe the works to the ancestors of the existing red Indians. (Text-book, page 40, Note.)

2. (See text-book, paragraph 54.) Negro slaves were considered property and their period of service was for life. When the time of indenture of the white apprentices expired, they were free or independent.

3. (See text-book, page 150; and note 2, same page.) They were legal processes by which authority was given to custom-house officers

to search for smuggled goods. They were thought necessary because it was so hard to secure evidence in cases of smuggling, for the goods, once landed, rapidly disappeared.

4. (See any good text on Civil Government, or see constitution of the United States.)

5. (See text-book, paragraph 327, and note 1, page 296.) This battle opened a new era in naval warfare, for it started the construction, all over the world, of iron-clad battle-ships.

6. Treason is defined to be "betrayal, treachery, or breach of allegiance or obedience toward the sovereign or government." "Treason against the United States is declared by the constitution to consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort.

They who engaged in the late war were not tried for treason, because since the foundation of the government there had been a conflict between the North and the South as to how the constitution should be interpreted in regard to slavery.

PHYSIOLOGY.—1. The changes that take place in the process of digestion are much better understood if one has a knowledge of chemistry, for some of them are chemical; and in studying the process of respiration, it is essential to a clear understanding to have a knowledge of oxygen, nitrogen and carbon dioxide; also a knowledge of combustion as understood in chemistry is of great value in enabling the learner to understand that process as it takes place throughout the tissues.

2. The action of saliva on starch; the action of gastric juice on the albuminoids; and the process of combustion in the tissues. The starch is changed to a sugar called glucose; the albuminoids are changed to a substance called albuminose; and in the combustion throughout the tissues we have the union of oxygen with carbon producing carbon dioxide.

By showing them that in a physical change, the *substance* is unchanged, though its form, condition, location, or size is different; and that in a chemical change, the resulting substance is wholly different from the original one, is entirely something else.

3. Mastication—physical; insalvation—chemical; deglutition—physical; oxidation—chemical; circulation—physical; congestion—physical; respiration—physical; coagulation—chemical; perspiration—physical. [The act of respiration is physical, but there results from it *oxidation*.]

4. (See text-book, page 107, etc.)

5. The red corpuscles are the oxygen carriers; the white corpuscles are the enemies of disease and impurities and serve as the *scavengers* of the system. The plasma serves to bathe the tissues, and effects an interchange of material between it and the tissue cells. The fibrin factors serve to produce fibrin to cause coagulation.

ARITHMETIC.—1. The child should know the analysis and synthesis of numbers as high as 12; he should know how to count 100 in various ways—say, by 1's, 2's, 5's and 10's; and should know most, if not all, of the "combinations."

2. Answer, $247\frac{1}{3}$.

3. $\$1910 + \$90 = \$2000$; $90 + 2000 = .045 = 4\frac{1}{2}$ per cent.

4. Let a suitable rectangular figure be drawn on the board. Let 1 square rod be the unit of measurement. Along one side of the field will be 37 4 square rods; and the width of the field shows that the whole area is this amount taken $18\frac{1}{4}$ times, or 682.55 sq. rd. This reduced to acres and estimated at \$50 per acre, makes the cost $\$213\frac{1}{4}$.

5. Answer, $7\frac{1}{3}$ wagons.

6. Multiplication is that process by which the multiplicand is changed to a number bearing the same ratio to the multiplicand as the multiplier bears to unity.

8. $\frac{3}{8} \times 2400 = 1500$; $1500 + 500 = 2000$; $\frac{1}{4}$ B's = \$2000; $\frac{1}{4}$ B's = \$400; $\frac{1}{4}$ B's = \$1600, answer.

9. All possible additions of two or more numbers from 1 to 10.

10. What fractional part did B receive? Answer, $\frac{1}{4}$. What amount remained? Answer, \$400. What fractional part of this did C receive? Answer $\frac{1}{2}$. What amount then remained? Answer. \$200. Dividing this equally between D and E, what will each get? Answer, \$100 each.

RUSKIN'S ESSAYS —1. "Either that we have not sense enough to determine in a great national quarrel which side is right, or that we have not courage to defend the right, when we have discerned it." (See page 176.)

2. "The current and continual purpose of *Fors Clavigera* is to explain the powers of chance or fortune (Fors), as she offers to men the conditions of prosperity; and as the conditions are accepted or refused, nails down and fastens their fate forever, being thus 'Clavigera'—nail-bearing."

3. War necessitates taxation. A government like an individual, can not do business, or carry on activities without money and the people have to furnish it. This means taxation.

4. (See page 210.) "Independence you had better cease to talk of, etc."

5. (See pages 210, 211.) Ruskin says, "It may be so by chance; or may not. It will be paid some day; but the vital condition of it, as virtue, is that it shall be content in its own deed, and desirous rather that the pay of it, if any, should be for others; just as it is also the vital condition of vice to be content in its own deed, and desirous that the pay thereof, if any, should be to others." Doing a deed, which might be virtuous merely for the sake of reward or praise, certainly takes away all its virtuous character.

FOOD FOR THOUGHT.

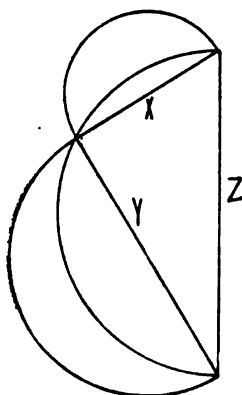
[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us by the 18th. Be prompt.]

SOLUTIONS.

No. 77. Similar solids are to each other as the cubes of their like dimensions. These two solids are to each other as 1 to 4. Therefore the cube roots of these two numbers will indicate the ratio of any two like

dimensions of these measures that is, their heights are to each other as 1:1 58+. (W. F. Headley, Bloomington, Ind.)

No. 78. Let x = the price B pays per pound, and $x + \frac{1}{2}$ = the price A pays per pound; then our equation is $20x + 30x + 15 = 800$, from which $x = 15.7$ and $x + \frac{1}{2} = 16.2$ 20 lbs. at 15.7c. = \$3.14; 30 lbs. at 16.2c. = \$4.86. (J. A. Mitchell, Cicero, Ind.)



No. 79. Let $3.1416 = p$;

area of triangle = $\frac{1}{2}xy$;

area of semi-circle on $x = \frac{1}{2}x^2p$;

area of semi-circle on $y = \frac{1}{2}y^2p$.

Adding, we get—

area of whole figure = $\frac{1}{2}xy + \frac{1}{2}x^2p + \frac{1}{2}y^2p = \frac{1}{2}$

$xy + \frac{1}{2}p(x^2 + y^2) = \frac{1}{2}xy + \frac{1}{2}z^2p$;

area of semi-circle on $z = \frac{1}{2}z^2p$.

Subtracting this area from the area of the whole figure, we get—area of the lunes = $\frac{1}{2}xy$ = area of triangle = 60.

No. 80. $100 - 2\frac{1}{2} = 97\frac{1}{2}$; 5 per cent. of $97\frac{1}{2} = 4\frac{7}{8}$. If $4\frac{7}{8}$ per cent. = \$2925, 100 per cent. = \$60,000, capital invested in 5's; this at 115 brings \$69,000, face of 4's if bought at par; 4 per cent. of \$69,000 = \$2760, total income from 4's; $2\frac{1}{2}$ per cent. of \$2760 = \$69, tax; \$2760 - \$69 = \$2691, income from 4's, less tax; \$2925 - \$2691 = \$234, answer. (I. M. Gasho, Atlanta, Ind.)

No. 81. $1 - \frac{87}{184} = \frac{97}{184}$; $\frac{97}{184} - \frac{1}{11} = \frac{78}{184}$; $\frac{78}{184} + 2 = \frac{382}{184}$; $\frac{382}{184} + \frac{1}{11} = \frac{421}{184}$. Hence A owns $\frac{87}{184}$; B, $\frac{97}{184}$; C, $\frac{184}{184}$.

[In part of this problem, we have a case similar to that in the problem—"Divide 35 marbles between John and George, giving John 9 more than George. First, lay aside the 9 marbles that John is to have extra, and then divide the remaining 26 equally between them; then hand John his extra nine."] (C. H. Allen, Guthrie, Indiana.)

CREDITS.—Nos. 77, 78, 79, 81, Mitchell Baker, Rochester. 81, Ora Duvall, Beechy Mire; Thomas P. Littlepage, Rockport; C. H. Allen, Guthrie; Minnie Carnahan, Washington; Edward Apple, Young's Creek; Frank Wintzinger, Kelso; I. F. Myer, Flora; Allison S. Goodwin, Dana; E. E. Meade, Washington; F. J. Schnarr, Portersville; J. T. Acuff, Ellettsville; Tilman McCafferty, Glen Dale; J. M. Vance, Washington; Chas. Grow, Rensselaer; S. C. Dover, Kelso P. O.; C. M. James, Arcadia. 78, 81, J. S. Slabaugh, Plevna; Vincent Barker, Connersville; (no name given), Bentonville; C. J. Stahley, Middleburg. 80, 81, I. M. Gasho, Atlanta. 78, 80, 81, G. W. Hughes, Perrysville. 77, 80, 81, J. N. Swart, Goshen; John Clerkin, Butlerville. 78, 79, 81, Cora R. Weeks, Auburn. 77, 78, 80, 81, J. A. Mitchell, Cicero; W. F. Headley, Bloomington; Christopher Reising, Greenville; Wen-

lock Reynolds, Washington; Alton Blunk, Crown Centre. 77, 78, 79, 81, Michael M. Zinkan, Washington. 77, 78, 79, 80, 81, J. J. Mitchell, Hardinsburg; B. D. Richardson, Valma; D. M. Deeg, Eureka. 80, 81, (no name given), Brownsville. 78, 79, 80, 81, John Boyle, Burnsville. (Ind. is understood after each place.)

SOLUTIONS REQUESTED.

(FROM THE COMPLETE ARITHMETIC.)

[Page 245, Ex. 9.] 1500₡ at $.193 = \$289.50$; this at $100\% = \$290.947$, Paris. 100₡ at $4.87 = \$487$; this at $101 = \$491.87$, London; $\$491.87$ (gold) at 110 (currency) = $\$541.057$; $\$541.057 + \$290.947 = \$832.004$, answer.

[Page 185, Ex. 5.] The exact solution is as follows:—

Volume of excavation — $42 \times 36 \times 8 = 12096$

Vol. left after walling — $39 \times 33 \times 8 = 10296$

Exact vol. of walling, or masonry — 1800

1800 cu. ft. at \$3.60 a perch (24¼ cu. ft.) — \$261.81 — 8

12096 cu. ft. (excavation) at 60c. a cu. yd. — \$268.80

The exact cost — \$530.61 — is

But, in measuring such masonry, workman measure around the outside, which will give $(42+42+36+36) \times 1\frac{1}{2} \times 8 = 1872$, cu. ft. of masonry; this at \$3.60 per perch of $24\frac{3}{4}$ cu. ft. — \$272.29 $\frac{1}{11}$; this added to \$268.80 — \$541.09 $\frac{1}{11}$, the answer in the book.

[Page 184, Ex. 3.] $17 \times 17 \times 17 \times 17^2 \times 181 \times 68 = 78884 = 137 \frac{111}{137}$ (barrels); $\frac{111}{137} \times 8 = 8 \frac{97}{137}$ (gallons); $\frac{97}{137} \times 4 = 4 \frac{7}{137}$ (quarts). Collecting, we have 137 barrels, 8 gallons, 7 quarts.

[Page 185, Ex. 7.] The indicated work is as follows: $\frac{10}{1} \times \frac{25}{1} \times \frac{9}{4} \times \frac{1732}{1} \times \frac{1}{111} \times \frac{1}{85} \times \frac{1}{1} = \frac{540000}{895} = 1001\frac{1}{2}$; this is the number of cents in the cost; 1001 cents = \$10.01, answer.

[Page 204, Ex. 22.] Let 100 per cent.—what he got for the sugar; $100 - 2\frac{1}{2} = 97\frac{1}{2}$, which represents the investment in flour plus $1\frac{1}{3}$ per cent. commission; that is $101\frac{1}{3}$ per cent. (investment in flour) $= 97\frac{1}{2}$; from this, 100 per cent. (investment in flour) $= 1\frac{1}{3}\frac{1}{2}$ per cent. (of what he got for the sugar); hence $1\frac{1}{3}\frac{1}{2}$ per cent. $= \$126.75$; or, 100 per cent. $= \$131.73\frac{1}{2}$.

Or, let 100 per cent. — amount invested in flour, or \$126.75; $1\frac{1}{2}$ per cent. — \$1.69. commission; \$1.69 plus \$26.75 — \$128.44, net proceeds of sugar, — $97\frac{1}{2}$ per cent. If $97\frac{1}{2}$ per cent. — \$128.44, 100 per cent. — \$131.73 $\frac{1}{2}$.

[Several of these problems remain over, the solutions to which will be given in the September JOURNAL; other problems whose solutions may be requested will appear promptly.]

QUERIES.

Were the years 100, 200 and 300 A. D. leap years? If so, by what rule? Are the rules absolutely accurate? (Albert Spillman, Cannelton, Ind.)

A subscriber asks—"Can problem 51 in the Complete Arithmetic, on page 284, be solved without any guess work?"

Also, "If a county superintendent examine an applicant and send the manuscript to a superintendent of another county, will that superintendent grade the manuscript, and if sufficient grade is obtained, give the applicant license in his county?"

PROBLEMS FOR SOLUTION.

82. A horse is tied by a rope 60 ft. long to one corner of a barn which is 40 ft. wide and 50 ft. long; over what area can he graze? (Cora R. Weeks, Auburn, Ind.)

83. A and B started at the same time from two different points toward each other; when they met on the road, it appeared that A had traveled 30 miles more than B; it also appeared that it would take A 4 days to travel the road that B had come and B 9 days to travel the road that A had come; find the distance of A from B at starting. (Ray's Alg., page 215, Ex. 14), Edward Apple.

84. A log is 15 ft. in length, measured along the bark, 20 in. in diameter at one end and 25 in. in diameter at the other; if this log is rolled until it completes a circle, and comes back to its original position, what is the circumference of the circle described by the larger end? (O M. Shekell.)

85. From any point P in the perimeter of a rectangle, PA and PB are drawn perpendicular to the diagonals; show that the sum of PA and PB is constant. (Supt. J. C. Gregg, Br: zil, Ind.)

86. I can obtain \$6 more per annum by investing a certain sum in 5 per cents. at $128\frac{1}{4}$ than in the 3 per cents. at 81; what is the sum?

MISCELLANY

LIST OF INSTITUTES TO BE HELD.

July 15	...Randolph county	...Winchester	...J. W. Denny, Supt.
" 22	...Lawrence county	...Bedford	...Geo. M. Norman, "
" 22	...Vermillion county	...Newport	...John R. Stahl, "
" 29	...Clay county	...Brazil	...W. H. Chillson, "
" 29	...Crawford county	...Leavenworth	...Jas. R. Duffin, "
" 29	...Jennings county	...Vernon	...Jas. H. McGuire, "
" 29	...Knox county	...Vincennes	...Peter Phillippe, "
Aug. 5	...Harrison county	...Corydon	...C. W. Thomas, "
" "	...Jackson county	...Brownstown	...W. B. Black, "
" "	...Ohio county	...Rising Sun	...John R. Elder, "
" "	...Owen	...Spencer	...J. W. Guiney, "
" "	...Pike county	...Petersburg	...J. B. Blaize, "
" "	...Scott county	...Scottsburg	...W. L. Morrison, "
" "	...Switzerland county	...Vevay	...P. R. Lostutter, "
" "	...Tipton	...Tipton	...A. H. Pence, "

Aug. 12	Adams county	Decatur	J. F. Snow, supt.	
"	Bartholomew county	Columbus	J. A. Wade,	"
"	Daviess county	Washington	W. A. Wallace,	"
"	Decatur county	Greensburg	J. W. Jenkins,	"
"	Delaware county	Muncie	J. O. Lewellen,	"
"	Dubois county	Jasper	Geo. R. Wilson,	"
"	Martin county	Shoals	J. T. Morris,	"
"	Monroe county	Bloomington	F. F. Tourner,	"
"	Morgan county	Martinsville	J. E. Robinson,	"
"	Parke county	Rockville	C. E. Vinzant,	"
"	Perry county	Tell City	F. J. George,	"
"	Putnam county	Greencastle	F. M. Lyon,	"
"	Rush county	Rushville	I. O. Harrison,	"
Aug. 19	Clinton county	Frankfort	J. W. Lydy,	"
"	Dearborn county	Lawrenceburg	S. K. Gold,	"
"	Elkhart county	Elkhart	Geo. W. Ellis,	"
"	Fayette county	Connersville	G. W. Robinson,	"
"	Floyd	New Albany	C. W. Stolzer,	"
"	Fountain county	Covington	E. L. Myers,	"
"	Gibson county	Princeton	Thos. W. Cullen,	"
"	Henry county	New Castle	J. A. Greenstreet,	"
"	Jasper county	Rensselaer	J. F. Warren,	"
"	Jay county	Portland	J. E. Bishop,	"
"	Lake county	Crown Point	Frank E. Cooper,	"
"	LaPorte county	LaPorte	O. L. Galbreth,	"
"	Miami county	Peru	J. H. Runkle,	"
"	Posey county	Mt. Vernon	W. W. French,	"
"	Shelby county	Shelbyville	Andrewville Shaw,	"
"	Sullivan county	Sullivan	C. W. Wellman,	"
"	Union county	Liberty	C. W. Osborne,	"
"	Warren county	Williamsport	L. A. Sailor,	"
"	Warrick county	Boonville	S. W. Taylor,	"
"	Wells county	Bluffton	R. W. Stine,	"
Aug. 26	Benton county	Fowler	Chas. H. West,	"
"	Blackford county	Hartford City	M. H. McGeath,	"
"	Cass county	Logansport	J. F. Cornell,	"
"	Clark county	Jeffersonville	S. E. Carr,	"
"	DeKalb county	Auburn	C. M. Merica,	"
"	Franklin county	Brookville	W. H. Senour,	"
"	Grant county	Marion	F. M. Searles,	"
"	Greene county	Bloomfield	J. C. Cravens,	"
"	Hendricks county	Danville	J. D. Hostetter,	"
"	Howard county	Kokomo	Geo. W. Miller,	"
"	Huntington county	Huntington	J. B. DeArmitt,	"
"	Jefferson county	Madison	O. F. Watson,	"
"	LaGrange county	LaGrange	E. G. Machan,	"
"	Marshall county	Plymouth	S. S. Fish,	"
"	Montgomery county	Crawfordsville	J. S. Zuck,	"

Aug. 26	Noble county	Albion	E. L. Adair, supt.
"	Porter county	Valparaiso	H. H. Loring, "
"	Ripley county	Versailles	Geo. C. Tyrrell, "
"	Spencer county	Rockport	J. W. Nourse, "
"	St. Joseph county	South Bend	J. H. Bair, "
"	Tippecanoe county	LaFayette	J. M. Sullins, "
"	Vanderburg county	Evansville	J. W. Davidson, "
"	Washington county	Salem	W. W. Cogswell, "
"	Wayne county	Richmond	T. A. Mott, "
"	Whitley county	Columbia City	G. M. Naber, "
Sept. 2	Boone county	Lebanon	J. A. Coons, "
"	Fulton county	Rochester	G. R. Fish, "
"	Hamilton county	Noblesville	E. A. Hutchens, "
"	Hancock county	Greenfield	Quitman Jackson "
"	Johnson county	Franklin	E. L. Hendricks, "
"	Kosciusko county	Warsaw	E. J. McAlpine, "
"	Madison county	Anderson	M. U. Johnson, "
"	Marion county	Indianapolis	W. B. Flick, "
"	Orange county	Paoli	Orville Apple, "
"	Starke county	Knox	W. B. Sinclair, "
"	Vigo county	Terre Haute	H. W. Curry, "
"	Wabash county	Wabash	J. N. Myers, "
"	White county	Monticello	L. S. Isham, "
" 9	Allen county	Ft. Wayne	F. J. Young, "
"	Pulaski county	Winamac	J. H. Reddick, "
Nov. 4	Newton county	Kentland	W. W. Pfrimmer, "
" 11	Steuben county	Angola	R. V. Carlin, "

THE Southern Indiana Normal closed its year in good shape and is looking forward with bright prospects to the coming year.

RIDGEVILLE COLLEGE recently closed one of its best years. It is looking forward with large expectations. It does good work and is worthy liberal patronage.

A FIVE-WEEKS normal school will be held at Knox commencing July 29, under the charge of A. J. Whiteleather, J. H. Brickles and county superintendent, W. B. Sinclair.

SCIENTIFIC TEMPERANCE.—Any one wishing assistance along the line of this new temperance work should write to Miss Lodie E. Reed, 66½ N. Penn. St., Indianapolis.

RANDOLPH COUNTY had one of its best institutes this year. It could not be otherwise with Arnold Tompkins and Geo. F. Bass as instructors. Supt. J. W. Denny is not a candidate for re-election.

THE Michigan State Normal School Year Book for 1894-5 is at hand. It is large and sets forth every phase of the work done. The school is large and the attendance is about the same the year round. Dr. R. G. Boone formerly of this state is principal and is doing an excellent work.

CAMBRIDGE CITY FIRST.—At the National Writing Contest, held in New York, Cambridge City carried off the honors in Indiana; Richmond 2nd; LaFayette 3rd. Richmond and Cambridge City rank 5th in the United States, getting five of the fifty-four places given to nineteen cities. W. S. Hiser has, for the past year, had charge of the writing in Richmond and Cambridge City.

THE Indiana Reform School for boys is one of the educational institutions of the state and should be so regarded. Every boy must spend a part of each day in school and these schools are under the direction of Supt. T. J. Charlton, one of Indiana's most prominent superintendents, who resigned his place at the head of the Vincennes schools to accept his present position. Decoration day, Fourth of July, Thanksgiving day and all other days which stand for some great principle are utilized in the most effective way to teach the boys lessons of patriotism and devotion to what is true and ennobling.

VERMILLION COUNTY has held a large and profitable institute with Dr. Frank M. McMurtry, of N. Y., and J. M. Tomlin as instructors. The teachers of this county appreciate good work. Last year the workers were Arnold Tompkins and Howard Sandison. The meeting this year was held at Newport and the citizens entertained the teachers one evening with ice cream, cake, lemonade, fine music, etc. The meeting was much enjoyed by both citizens and teachers. Geographically this is a peculiar county. It is 42 miles long and is only 15 miles across in the widest place and only 5 miles across in the narrowest place.

ROCHESTER NORMAL UNIVERSITY is the name of the new school to be opened at Rochester. Some of the enterprising citizens have taken the lead in the movement and the result up to date is a beautiful three story brick and stone building finished in the best of style and furnished with all modern conveniences. The school will contain all the departments usually found in schools of its class and it is proposed to have the work done inside correspond with the building itself. A large sum of money has been guaranteed and the school will open next Sept. W. H. Banta, who was superintendent of the schools of Valparaiso for twenty years, has been elected principal and has accepted the place. Mr. Banta has had a wide and varied experience and certainly knows the needs of such a school. He has high ideals and will labor earnestly and conscientiously to realize them.

INDIANA UNIVERSITY.—The personnel of the faculty of Indiana University will have changed as much as usual for next year. Instead, however, of the members of the faculty having resigned in order to accept places in other institutions, with few exceptions, those who have gone away have done so on leave of absence in order to study either in the East or in Europe. Dr. Robert E. Lyons will return from a three years leave in Europe to take charge of the departments. Dr. Geo. E. Fellows of the history department will study in Paris. Dr. Samuel B. Harding, '90, now a student in Harvard will take the place vacated by Dr. Fellows. Dr. John R. Commons will accept the offer made him by

Syracuse University. Dr. Frank Fetter will include the work formerly done by Dr. Commons in his department. Professors Miller and Davisson of the mathematical department have received fellowships in Clark University, while Prof Aley and Mr. Rothrock will return from Stanford University and Chicago University respectively to the same department.

LAWRENCE COUNTY held its institute beginning July 23. Arnold Tompkins and State Supt. Geeting were the regular instructors. The expression was unanimous that the institute was the best ever held in the county. County superintendent, Norman, is not a candidate for re-election but the decision of the Supreme Court may give him another term. He has been doing good work and is an excellent man for the place. At the close of the institute a number of appropriate resolutions were passed. One deserves special mention. It was resolved that a person to be a county superintendent should be a strictly educational man and that teachers request the trustees to appoint such a man. It is strange that such a resolution should be deemed necessary. A body of trustees that for political or selfish reasons should appoint a person as superintendent who did not stand among the leading teachers of the county are not worthy to hold public office. In such an appointment the highest interests of the children of the county alone should determine the choice. To appoint a man who is not a representative teacher to stand at the head of the educational interests of a county is a gross insult to every teacher in the county and an outrage upon the children and should not be tolerated.

PERSONAL.

J. D. WHITE is in charge at Farmland.

D. W. DEMOSS is the best man at Huron.

F. E. ADDLEMAN is the best man at Lynn.

J. E. PACE will hold the reins at Heltonville.

H. W. BORTNER is principal at Spartansburg.

W. O. HART has charge of the Springville school.

I. B. HUMPHREYS will take the lead at Ridgeville.

W. G. MOULTON will raise the war whoop at Modoc.

J. A. HUMBERD is principal of the high school at Goodland.

WILSON HARDWICK has been placed in charge at Huntsville.

R. E. NEWLIN will hold the reins at Cayuga the coming year.

OSCAR R. BAKER is the man at the head of the Winchester schools.

W. P. BURRIS will continue to superintend the schools at Bluffton.

H. J. WILSON will give tone to the schools at Eugene the coming year.

O. B. ZELL will remain a third year as principal of the Clinton high school.

AMOS C. MAPLES, of Knightstown, is principal of the Winchester high school.

ANDREW MARTIN has accepted the principalship of the West Indianapolis high school.

MRS. SUSAN G. PATTERSON has been re-elected superintendent of the Union City schools.

A. J. JOHNSON will prove to the people of Perrysville that he knows how to conduct schools.

H. W. BOWERS, of Winchester, has accepted the principalship of the Union City high school.

GEO. E. WILLOUGHBY, a State Normal graduate, class '95 is principal of the school at Newport.

J. N. SPANGLER will continue to superintend the schools at Rockville. He is a State University man.

A. J. WHITELEATHER has been re-elected superintendent of the Knox schools at an increased salary.

JOHN H. RADER, of the State Normal, class of '95, has been elected principal of the schools at Selma.

A. B. GUTHRIE, a graduate of Indiana University, '95, is to be principal of the high school at Bedford.

RICHARD HAWORTH, of Vermillion county, will continue as principal of the academy at Tonganoxie, Kan.

D. H. ELLISON will remain in charge of the Mitchell schools. C. ara Mitchell is principal of the high school.

R. W. WOOD, late superintendent of Aurora, has accepted the agency for a school supply firm in Chicago.

J. WALTER DUNN has been elected for a third year as superintendent of the Waveland schools at an increased salary.

W. R. SNYDER continues to do a good work at Muncie and has been elected to superintend the schools another year.

W. H. FOREMAN, of Union City high school, has been elected superintendent of the Petersburg school and has accepted.

H. S. BOWERS, formerly acting superintendent of Lincoln, Neb., schools, will be principal of the Converse schools for the coming year.

WILL P. HART, for several years past superintendent at Clinton, has accepted the superintendency at Covington at an increased salary.

R. A. OGG continues to commend himself and his work to the good people of Greencastle. He will continue to superintend the schools.

JNO. C. WILLIS, president of the southern Indiana Normal at Mitchell has institute work in Kentucky that will keep him until September.

L. J. RETGER, teacher of biology in the State Normal, has been given leave of absence for next year and will spend his time in Europe.

HENRY M. BUTLER, for many years supervisor of music in the Indianapolis schools, is now representing the musical interests of the American Book Company.

R. S. TICE has accepted the principalship of the Greensboro schools for a fourth year.

W. H. SANDERS, for five years superintendent at Middletown, has been elected superintendent of Rensselaer.

W. O. WARRICK will continue in charge of the schools at Gas City at an increased salary. The three-year-old city will employ nine teachers the coming year.

CHAS. CUNNINGHAM, who is a State University man, has been promoted from principal of the high school to the superintendency of the Bedford schools.

J. C. DICKERSON continues as superintendent of the Goodland schools. Goodland has a commissioned high school and all the schools are in a good condition.

H. C. HANSON, author of "Merry Chimes" and several other excellent school music books, has been elected for the eleventh year as superintendent at Williamsport.

GEO. R. KLEEBERGER, who has been for several years vice-principal of the normal school at San Jose, Cal., has been elected principal of the State Normal at St. Cloud, Minn.

J. H. SCHOLL, State Normal '93, remains as superintendent at Milton. His entire corps of teachers will remain which indicates that the work of the school has been satisfactory.

STATE SUPT. GEETING has planned to put in all his time in attending institutes. He is always a welcome visitor and he always brings words of cheer and encouragement.

MISS BELLE MILLS, State University 1895, has been elected principal of the Waveland high school vice Effie M. Preston, who resigned to accept a position in the South Bend schools.

HOWARD SANDISON, of the State Normal school, has been chosen a member of the Terre Haute school board. The appointment was eminently fitting and Terre Haute is to be congratulated.

ELIZA A. BLAKER, who for years has been at the head of the free kindergarten schools in Indianapolis, has charge of the primary and kindergarten courses at Winona Assembly, near Warsaw.

SANFORD BELL, a graduate of the State Normal class of '95, has been elected superintendent of the Aurora schools. Mr. Bell was president of his class and is a young man of much promise.

H. P. LEAVENWORTH, late superintendent of the Mt. Vernon schools, is teaching pedagogy for the summer term in the Valparaiso Normal school. He has been elected superintendent at Clinton for the coming year.

A. H. YODER, a graduate of the State University, and who afterward spent a year at Clark University, was last year principal of the San Francisco normal school. He would be glad to return to Indiana if he can find congenial work.

J. C. EAGLE, formerly of Shelbyville, Ind., has spent the year just closed at Michigan University. As a result of his labors, he holds the degree of Bachelor of Pedagogy. He will spend the summer on his fruit farm at Covert, Mich.

W. H. FERTICH, for some years past superintendent at Covington, has been elected superintendent at Knightstown. Mr. Fertich has reason to feel himself specially complimented in this election, as he was chosen out of a list of ninety applicants.

FRANK M. MCMURRY, brother of the author of "General Method" and one of the leading Herbartians in this country, did institute work in Vermillion county and his work was highly appreciated. He is now dean of the School of Pedagogy in Buffalo, N. Y.

W. H. WILEY will, as a matter of course, remain in charge of the Terre Haute schools. Mr. Wiley is by several years the oldest superintendent in the state—not oldest man, but the oldest superintendent. A quarter of a century is a long time to hold one position.

E. N. BOHANNON, who for the past three years has been superintendent at Rensselaer, has been granted a fellowship in pedagogy at Clark University. He leaves the schools of Rensselaer in a most excellent condition. W. H. Sanders has been selected to take his place.

ARNOLD TOMPKINS, who was recently elected professor of Pedagogy, in the Illinois University, has changed his plans and will move to Champaign, Aug. 1. Not being able to rent a house to suit him, he bought a lot and will soon have a house of his own. This looks like business.

DR. E. E. MACY, of the State Normal class of '94, has been conducting a twelve-week summer normal at Huntington. The term closed Aug 2. There was an enrollment of 32 in the different departments and the interest and work have been good. It has been decided to make the school permanent. Fall term will be in September 17.

N. G. WARK, a State Normal man of the class of '93 and last year superintendent of the schools at Kansas, Ill., will be superintendent at Watertown, S. Dakota, next year at a salary of \$1500. Mr. Wark applied to the normal school board for his diploma which was due last commencement but he failed to get it. He was one of those who refused to sign "that paper."

W. H. ELSON, well and favorably known to the superintendents and teachers of the state, took his degree from Indiana University at the last commencement and is now doing post graduate work in Chicago University. He will spend three months there and if a good position does not open for him he will continue his university work along the lines of psychology, sociology and kindred subjects.

JOSEPH CARHART, formerly connected with DePauw University, but for several years past president of one of the Minnesota State Normal schools at St. Cloud, has lost his place. We are informed that his professional work was entirely satisfactory and that the differences

between him and his board had nothing directly to do with his school duties. Prof. Carhart has many friends in Indiana who will regret to hear this news.

R. G. BOONE has resigned the presidency of the Michigan State Normal school. This word reaches us just as we go to press and no particulars as to the cause of this movement are given. This is a great surprise as the evidence is abundant that Dr. Boone has been giving unqualified satisfaction in his work. We have this from many leading Michigan teachers and from the state superintendent himself who is a member of the normal school board.

DR. J. M. RICE, whose series of articles in *The Forum* on the Public Schools of the United States attracted universal attention, has written for the August number of *The Forum* a notable article entitled, "Do Our Teachers Teach?" Dr. Rice contends that the greatest fault of our schools lies in the professional weakness of our teachers, who are not properly trained and he recommends, among other remedies, the substitution of the teacher for the text-book.

PROF. W. E. HENRY, of Franklin College, was married July 1 to Miss Margaret Roberts, of Indianapolis. Mr. Henry is a graduate of the State University, has spent two years in post graduate work at Chicago University, is a successful teacher and a "good fellow". Miss Margaret Roberts is the daughter of Prof. J. B. Roberts, of the Indianapolis high school, is also a graduate of Indiana University and is a lady of culture and refinement. The JOURNAL extends hearty congratulations.

LEWIS H. JONES, former superintendent of the Indianapolis high schools, but now superintendent of the schools of Cleveland, O., recently paid a visit to his old home. He is looking well and feeling well. He likes his new work very much. While he is held responsible for only the instruction he is consulted in regard to all phases of school affairs. The school director, who has charge of the material interests, is a man eminently fitted for the work and he and the superintendent work in perfect harmony. Mr. and Mrs. Jones say they like their new friends, but they cannot forget and do not wish to forget their old friends.

ALPHEUS MCTAGGART, who for many years has been at the head of the Latin department of the State Normal School, is now out. He tendered his resignation some months ago because of the action of the Board toward his department which he interpreted as personal. As Latin, next to algebra, is taken by more students the country over than is any other high school branch and as it is pre-eminently the culture study of any school and further as Prof. McTaggart was one of the best instructors and best men ever connected with the Normal School, it is greatly to be regretted that the Board did not retain his services. It will not be an easy matter to fill his place.

A WONDERFUL SHOWING!

In one year's time the Mechanics' Mutual Savings and Loan Association has increased its loans one hundred and sixteen thousand dollars. Their books show that not one of these loans is bad, no foreclosures having been made; nearly all being made by persons desirous of building a home, the money being borrowed at a cost of a little more than rent each month.

The last
Semi-annual
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BOOK TABLE.

The Pacific Educator, Vol. 1, No. 1, published at Wallapa, Wash., and edited by H. D. Wilcox, is on our table. It starts in a modest way in order that it may have room to grow with the state.

THE *July Arena* is a mammoth publication containing one hundred and seventy-six pages in the body of the review. It presents a number of very thoughtful papers by representative thinkers dealing with live subjects and problems of special interest to men and women who think.

THE *VICAR OF WAKEFIELD* by Oliver Goldsmith is the latest volume in the series of English Classics published by the American Book Co., Cincinnati and Chicago. The book is uniform in size and binding with the other volumes. It is attractive to the eye and of great interest. Publishers who place these masterpieces of literature within the reach of the multitudes do a wise and generous deed. Price 35 cts.

MAN'S *TWIN ENEMIES, ALCOHOL AND TOBACCO.* By Dr. Theophilus E. Biery, Scottsburg, Ind. This is a small pamphlet of 12 pp. on the subject that at present occupies the thoughts of so many Indiana teachers. The writer is secretary of the Scott county medical association and writes from a medical as well as a moral standpoint. Dr. Biery has given largely of his time and experience to personal investigation and writes of what he knows. Price, 10c.

THOUGHTS FOR THE OCCASION—PATROTIC AND SECULAR.—Published by E. B. Treat, 5 Cooper Union, New York. This is a book of 578 pages and contains helpful suggestions and suitable material for the observance of 1, Arbor Day; 2, Discovery Day; 3, Flag-raising Day; 4, Independence Day; 5, Grant's Birthday; 6, Lincoln's Birthday; 7, Washington's Birthday; 8, Decoration Day; 9, Emancipation Day, etc. It is a very valuable book for teachers who wish variety and newness in their public exercises for noted days. Price \$1.75.

INFINITIVES AND PARTICIPLES.—By Jonathan Rigdon. Published by Indiana Publishing Co., Danville, Ind. The book under notice claims to have cleared up many points concerning infinitives and participles that have long been obscure. It certainly considers both of these forms in every way in which they are ever used and reasons concerning their construction and their use in a logical and clear manner. Some exercises for review and examination may be found at the close of the volume. It must prove a very helpful book to every teacher of English grammar. Price, 25c.

IN *BIRD-LAND.*—By Leander S. Keyser. Published by A. S. McClurg & Co., Chicago. This is not a learned book on natural history giving species, families, etc., but to the lover of Nature it is worth a dozen scientific books on ornithology. Mr. Keyser loves the birds, and is at home when out in the hush of the open country where the song of the bird is the only sound that greets his ears. He loves the birds and they recognize in him a lover and so they whisper to him messages that they never would tell to any one but a lover. They allow him to be present at their quarrels, their courtships, their marriages, their schools. In this book he tells us what he saw and heard and tells it, too, in a most attractive and interesting manner. The book affords the student a quantity of varied information that is exact and reliable.

PSYCHOLOGY IN EDUCATION, by Ruric N. Roark, Dean of the department of Pedagogy, Kentucky State College. Published by the Ameri-

can Book Co., Cincinnati and Chicago. This book is not only designed as a text-book but also for the use of the general reader. It is eminently practical setting forth as it does what the author has gained from many years' teaching of teachers. Mr. Roark believes that the teacher should be able to tell not only why he teaches arithmetic or history but also why he teaches them in a certain way. What application can be made of this in the details of every-day school-work is the thought back of every paragraph. At the same time it does not try to do the teacher's work for him, but discusses processes and points in a way to aid him to help himself. It will be certainly a helpful book for the earnest, thoughtful teacher. Price, \$1.00.

OUTLINE OF PSYCHOLOGY, by Jonathan Rigdon, Danville, Ill. Published by the Indiana Publishing Co. This book does not claim to be a complete treatise. It is an outline and has grown out of the author's ten years' experience in teaching psychology to the classes in the Central Normal College at Danville, Ind. It is intended to give brief explanations of such topics as experience has shown to be most difficult for students to understand; to guide the student who wishes to make a brief study of the subject and cannot have the advantages of personal instruction; to enable teachers and students to review the subject and prepare for examination in the shortest possible time. It seems admirably adapted to the ends as enumerated above. As stated the book is only an outline—the pupil should be led to consult larger works for fuller explanations of all subjects, and particularly for an understanding of those not made clear within the book. Price, 25c.

STUDIES IN THE SCIENCE OF ENGLISH GRAMMAR BY J. B. WISELY, A. M.—Inland Educator Co., Terre Haute, Ind.—The author of this book claims that grammar should be studied as any other science should be studied. He refers to Agassiz telling his student to "Study the fish." This example gave rise, he says, to what is now known as the laboratory method. Now, our method says that there is a *fish* in grammar and he proposes to have the students in grammar "study the fish." This is good, provided they know how; but if they study the fish *simply* to classify it, the result would not be so good as it would if they studied it in order to reach the thought back of it—to see the universal in it. *Some do not study the fish* in this way. Our author claims that the *fish* in grammar is the sentence and that the thing to do is to have the student study the "sentence as it is determined by the thought which it expresses." If the sentence is thus studied, it will push the student to the study of the thought back of it, and he will always view the sentence in its capacity to express the thought. As we understand it, the author holds to this idea throughout the entire subject, even unto "parsing" which once seemed to be the chief purpose in grammar. Every thing is grounded in thought. A change in thought causes a change in expression and when the student discovers a difference between two expressions, he infers a difference in the thought which they express. The plan of study is as follows:—I. The study of sentences as wholes. (1) In their first study, only the universal characteristics of sentences are studied—subject, predicate, copula. (2) In the second round, he still views the sentences as wholes but finds likenesses and differences which give rise to the classification of sentences into declarative, interrogative, exclamatory, imperative; and into simple, complex and compound. II. Study of sentences in parts. (1) In the third circle of study, the organic parts are studied—subject, predicate and copula. Of course, this will lead to the study of modifiers. (2) In this last circle of the grammar study, the "parts of speech" and their "properties" are studied. We think the idea and plan of this grammar the best we have seen in print. The careful study of the principles with the numerous excellent sentences for illustration will greatly help any teacher.

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INDIANA SCHOOL * JOURNAL

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EDUCATIONAL DOCTRINES OF HERBART.

Fashion in education, as in other things, has in it an element of periodicity. A new theory serves its end, and falls into disuse; but it bides its time and in the certain turn of the wheel, re-appears, sometimes in the old guise but oftener under a new and more striking name.

The Herbartian theory or doctrine of education is certainly not new, as to its materials of thought. But there is at this time a revival of its main principles, perhaps under terms and in new surroundings, to such an extent as to lead many to the belief that a new specific in educational methods and practices has been discovered.

It must be admitted that not all of what is good in Herbart's doctrine of education is new and that much that is heralded abroad as new, in these days of rapid development of educational methods, is not really very good.

After these admissions have been made, however, the field is clear for saying that it is not necessary to seek the new alone in order to find worth in educational theories. It is often a greater boon to mankind to find some practical application of a great principle, known from the foundation of the world, than to discover another grand principle in the abstract. The relation of a well-known principle, to some use, is in fact a greater discovery than the principle itself; since the relations of an object often constitute its most important set of attributes. Herbart was not essentially a discoverer, but rather a systematizer. This does not make his thinking of a lower order, but rather of a higher; since the disordered fragments of the discoveries made by others

could be made to assume system only by a thinker who could see their higher significance when working together in a well organized body of thought.

Herbart follows a line of great thinkers. His work was essentially to systematize for use.

For this purpose of systemization, he has assumed as the true end of education the one idea, *morality*. It is distinctly to the credit of Herbart that he has given due prominence to the worth of character as an end in education.

But it is after all Herbart's statement of what constitutes morality or makes up character that is of supreme consequence. In placing character higher than mere scholarship he does not thereby belittle the latter; he rather shows that if scholarship be what it should be and be acquired by right methods, its flowering and fruitage will be a rich and ennobled character. It is in this way that the end set up determines the method of its accomplishment. Morality is viewed as the goal of a series of natural movements by which the spirit is led to find its powers and to use them in rational ways by reasonable means. "The aim of moral culture," he says, in treating the aim of education, "is that the ideas of the right and good in all their clearness and purity may become the essential objects of the will—that the innermost, intrinsic contents of the character—the very heart of the personality—shall determine itself according to these ideas, putting back all arbitrary impulses. This and nothing less is the aim of moral culture." This condensed statement, however, is made for the purpose of introducing unity into the design and not for the purpose of limiting unduly the individuality of pupil or teacher in the manifold processes involved in the necessarily complex work of education.

A multiplicity of subordinate ends in education is therefore conceded; but they are one and all subordinated in the final analysis to the higher one of moral perfection in the individual. It is one of the healthy characteristics of Herbart's philosophy that while he thus unifies all education in the idea of morality, he preserves the many sidedness of life and the diversities of process by which unity of a higher order can alone be attained. Thus he says, "It is not a number of separate aims that hover before us, but chiefly the

activity of the growing man: the totality of his inward unconditioned vitality and susceptibility. The greater this totality—the fuller, more expanded and harmonious—the greater the perfection.” Only the power must not become weakness through being too long scattered in too many directions. “Human society has long since found division of labor to be necessary, that everyone may make what he attempts perfect,” says Herbart; “but labor ought not to be divided up to the point where each man is ignorant of his neighbor’s work. Every man must have a love for *all* activities. Therefore we call the first part of the educational aim, *many sidedness of interest*, which must be distinguished from its exaggeration—*dabbling in many things*.”

But it is in his exemplification of the nature of moral culture that we reach the essence and essential nobleness of Herbart’s theory of education. To quote again: “Since morality has its place singly and only in the individual’s will, founded on insight, it follows of itself, first and foremost, that the work of moral education is not by any means to develop a certain external mode of action, but rather insight, together with corresponding volition in the mind of the pupil.” Here it is then in a nutshell sure enough—enlightenment leading to *good will*, as he calls it, i. e., deliberate choosing of the good because it is seen in all its goodness with the halo of beauty about it. He thus glorifies the office of teacher by ennobling his function or office. “To the true educator is given,” he says, “a vast and noble work, viz, to penetrate the innermost core of the mind-germ entrusted to his keeping; and leaving the better part of its individuality intact to inoculate it with thoughts, feelings and desires it could never otherwise have obtained. These when absorbed into itself will continuously help to guide and determine its after growth.” It is easy now to see his philosophy of mind growth, viz., that the child develops himself by his own self-activity in thinking, feeling and choosing as he should think, feel and choose, thus forming at least a bent or tendency which was not originally in the child, but which under the guidance of the teacher he has made for himself.

It ends in one’s having a symmetrical passion for good; all will-action being under the dominion of moral law.

If there be error here at all it would seem to me to be in the inclusiveness which he gives to the power of the teacher; and the too little reverence for the inherent powers and tendencies of the human spirit. Herbart has been accused of wrecking the individuality of the child, though he thought he had just ground for claiming the absolute character of the educational process. I myself tend toward the belief that what the child needs most is reverent tendance rather than dogmatic direction and dominance by the teacher.

It is precisely at this point that one must dissent most strongly from Herbart's theory of education. The error in educational doctrine is really the logical outgrowth of a deeper error in his doctrine of psychology; or possibly from a still deeper one in his metaphysical theory of the universe. Like many another great thinker, Herbart believed himself a leader and not a follower; hence the difference between his philosophy and that of his compeers and predecessors became exaggerated in his own estimation and that of his immediate followers. In this way his doctrine of the absolute power of environment at first developed to show the necessity for creating through the school proper educational surroundings, was at length developed into a theory of the construction, character or nature of the will, making it little else than an accumulation of desires and motives, in contrast to the regal original power assigned it in the philosophies of Kant and Hegel. One is constrained by a careful study of Herbart's works to a belief that this conclusion was never consciously developed in his own mind but rather forced upon him by an abnormal enlargement of his theory of the value of many sidedness of interest in the student. In order to establish the supremacy of the mental environment created for the pupil in securing his furnishment with ideas, it seemed necessary to admit the dominance of external environments as well. Here was the fatal admission. Driven to its logical, extreme conclusion, it showed man's choice always under the control of his interests or motives; and virtually, by its silence on this point, denied the power of the will to originate its motives and set its own standards. Throughout the philosophy and psychology of Herbart there lurks this somewhat elusive notion of the negative character of the will—never

perhaps positively stated as a doctrine, but rather implied by the vehemence with which certain educational practices are urged. It is of course at this point that Herbart differs so widely from Kant and Hegel. It is in my judgment greatly to the discredit of Herbart that he seemed to feel it necessary to ignore the value of the work which Kant had done for educational philosophy; and that in order not to seem to have received assistance from him, he is led sometimes into seeming opposition to that greater thinker when there was no real need of difference in their views. The apparent attempt to steer clear of the Kantian and Hegelian philosophy has well nigh led to a fundamental difference in doctrine, when in fact a slight difference in detail might have served as well.

The difference is perhaps most manifest in those discussions in which each describes the process by which the mind looks out upon the universe of matter and in upon the universe of spirit, and moves forward to the mastery of each, to the end of its own development and furnishment. The description, in each case highly figurative, (for even philosophy has not yet invented a language for its direct expression) proceeds along different lines in the two cases.

In Herbart's doctrine, the spirit is spoken of at first as mere potentiality, helpless in its environment, waiting for the external universe to knock at the door of the senses and wake its dormant powers. The soul itself can at first when wakened do but one thing, perceive, where the outside world, through the senses, has made this possible. A few separate perceptions of external objects open the way for internal perception, that is, first knowledge of the phenomena of the soul as distinguished from the external world; also for comparison, classification, systemization and all the higher processes. The spirit is here pictured as being always subject to its environment, though growing by means of its own activity after the opportunity has been offered.

There is always a Moses needed to lead the spirit out to freedom through this wilderness of environing conditions. This Moses, according to Herbart, is the teacher. The teacher's office is greatly magnified in a way, but too often he is represented, not as a friendly guide and inspirer, but as a

wily tactician manipulating the student's powers as so many sinews of war. In his theory of apperception, he too often represents the process of learning as a combat of ideas in the mind of the learner. Each new idea learned is met at the threshold of consciousness by opposing bands of ideas, fighting for possession of the new, until at last the most powerful set of ideas already in possession of the mind triumphs and marches away with the newly acquired idea into unconsciousness, where it is led into such combinations as may make it most serviceable in future campaigns. The function of the teacher seems to be that of so arranging the environment that in this battle of ideas the new shall be captured by that set of ideas which can make the best use of it in the interest of the person in whose mind the conflict takes place. The mechanical nature of the process thus described appears in the fact that the learner is apparently obliged to stand by as a somewhat passive spectator while the battle of ideas goes on within him. The teacher, however, may adjust the environment somewhat, and if skillful, turn on the light here, or deepen the shadow there, and see that all's well because it ends well.

The contrast is very strong between this view and that of Kant and Hegel. In their view the human spirit is endowed by nature with large capability, strong *forms of the mind or categories*, by which it boldly attacks the universe without through the senses, and the universe within through consciousness.

The mind or spirit is itself the aggressor, the active agent bound to work out its own freedom by mastering the universe and finding its own counterpart therein. The teacher is guide, inspirer, leader. The mind assimilates ideas because it is capable by its nature of doing so and because it is driven by its own nature, through its inherent necessities, to search for, find and use, the truth which makes it free.

This view has vigor, high hope and dauntless courage and splendid achievement not suggested by Herbart's doctrine of education.

The practical results of Herbart's work are, however, not to be depised. His theories have dominated the pedagogies of Germany and are largely felt in this country in a revival of interest in the science of education.

His doctrine that the higher unity of a moral action can arise only through broad and liberal scholarship in wide fields, has given rise in our time to renewed interest in two theories, neither of which originated with Herbart, but both of which have been greatly enlivened in the general mind by the free reading of his writings in our country. I refer first, to the subject of *apperception*, or the way in which the newly learned knowledge, and that already known, act and re-act, so that neither remains what it was before, but becomes a component part of a new organization, and *co-ordination*, or correlation of studies, by means of which subjects shall be so related in instruction, as not only to save time in their learning, but also to the end that the combined knowledge attained shall be more valuable than could be that obtained in pursuing some separate theme unrelated to the others with which it naturally belongs.

His theory of *apperception* more definitely described is somewhat as follows:—He believes that the mind is endowed by nature and at first with but one power—that to perceive through the senses the external world. Out of exercise of this power, however, the other powers grow when occasion offers. On this ground he claims that education actually creates the mind as it really is after culture, i. e., the mind is what it is made.

As perception proceeds by the senses, many percepts must be examined, compared, classified and systematized, and thus the higher powers of the mind find exercise. But so soon as a fund of ideas has been accumulated, the mind uses these in interpreting the new knowledge obtained through perception. This interaction of ideas is not even confined to ideas of the external world, but includes those of consciousness itself; or two sets of remembered ideas may act and re-act on each other; and yet again those more highly organized ideas may themselves be turned in full force as instrumentalities for interpreting the new from whatever source. The present state of one's mind, then, is the result of all one's past, and the measure of his capability is his store of organized ideas which he can make available in his next movement toward the mastery of the universe.

A rather free translation of Herbart's words gives the following:

"The fact, however, that every observer contributes something to the sensation and thus alters and enriches it, points unmistakably to an activity of the mind, which upon occasion of sense—excitations, must perform the main office and create the perception in accordance with that which occasions it. This fact points to an activity the strength of which depends essentially on the sum and kind of psychical products already present; for precisely those spiritual elements which accompany the real content of the sensation, allow us to conclude as to the causes to which the perception owes its rapid assimilation as well as its peculiar coloring. The mind apprehends the things of the outer world with the assistance of what is already experienced, felt, learned and digested. And so it comes about that with nearly all new perceptions the former contents of our minds make themselves felt; so that we become conscious of more than that which the objects themselves furnish us, seeing the latter through the light of similar ideas already present in the mind."

The mechanical tendency of these views relieved to a considerable degree by suggestions that the feelings and the will of the learner are not entirely passive in the process of learning, but that they often determine what groups of ideas shall be present at the threshold of consciousness to take possession of the newly acquired knowledge and give it safe conduct to its destined place among the organized contents of the learner's mind. One of the high functions of a teacher is also here foreshadowed—that of preparing the learner by summoning into his consciousness such of his old possessions as shall be of service in the mastery of the new; and in determining such states of the will as summon this energy of the learner to a hopeful conquest.

Perhaps nowhere in philosophy is the poetic statement, that "we rise on stepping stones of our dead selves," better exemplified than in Herbart's doctrine of apperception.

The other topic of special interest—unification or co-ordination or correlation of subjects—is easily understood in theory, but difficult to carry into successful realization in practice. It is based on the general idea that the entirely strange has no interest, the unrelated has no value; but that there is in nature a beautiful set of relationships among sets of facts

and ideas whereby each lends new interest to all others in the process of learning and new value to the products of learning.

All teachers of tact and experience have fallen naturally and unconsciously upon many of these connections, and have illuminated themes in one department of learning by side lights from others—but Herbart undertakes to systematize instruction so that a many-sided interest shall all the while be thrown upon every theme of study.

It is easy to see that reading, writing, composition, elementary lessons in science and literature may be made to relate themselves so that the special duty of the one gives needed practice in the others or even supplies the motive to the higher effort; and certainly no theory of pedagogies is at all complete that does not take into account these possibilities. But Herbart's philosophy contemplates a much more definite arrangement, with much greater stress than has usually been laid upon these relations.

A form of this unification now almost a fad in some parts of Germany is something like this:

The teacher assumes for a center, perhaps, the story of Robinson Crusoe. He reasons that the life of Robinson Crusoe typifies human life, i. e., the life of the race, hence it should furnish occasion for the excitation of all those activities that have been excited in the race by the struggle of life. With this as a center or point of beginning, all the subjects of the day, or week, or term shall be related in some definite way to those experiences of Crusoe on his island.

The ideas of the story shall be a set of apperceiving ideas by means of which every new item of knowledge is approached and mastered. All the reading for the time shall be related to this story and its incidents. All problems in arithmetic shall in some way relate to the experiences of Robinson Crusoe in his island home amid the countless privations of his mode of life and the ingenuities which he was obliged to employ in his struggle with nature and himself. All lessons of geography take the geography of the island as a point of departure and a means of interpretation.

Now it is easy to see that the civilization into which the modern child is born and in which he must live is very differ-

ent from the isolated life of Robinson Crusoe. The pupil of the public school of to-day needs to be prepared to make the most of himself in a complex institutional life; and it seems to me that the more modern text-books and books of history and literature certainly furnish a more complete field from which to select the spiritual nutriment which is to develop the child for modern citizenship. Robinson Crusoe expounds in concrete form and with individual limitation a part of the struggle of the race in its onward striving, and as such doubtless has a slight place in the life and development of every child.

But it is very easy to see that the teacher must go to other sources for material with which to teach the organization of modern organized urban life. Herbart's disciples in this country have indeed liberalized and improved upon this very partial method of correlation.

But it is very easy to see the limitations of any method of correlation which strictly limits the sets and kinds of relations in which subjects may be viewed, while not ignoring its many-sided suggestions. Its highest fault is in its exclusive use. When pushed to its limits, the very interest excited is crushed out by relentless systemization. This is, in my judgment, the one just criticism of Herbart's educational doctrine—that even in his own hands the tendency was to sacrifice the highest forms of spontaneous child activity to the rigidity of the matured reason.

In closing, I wish to say that the thoughtful teacher can not fail to be inspired with lofty motives and enriched in his own character by a thorough and unbiased study of the educational doctrine of Herbart.

SCIENTIFIC TEMPERANCE INSTRUCTION.

ELI F. BROWN.

The new temperance school law requires that the nature of stimulants and narcotics and their injurious effects upon the human system shall be taught in all the grades of the public schools of the state. The law has two purposes, the giving of definite instruction concerning the nature and effects of stimulants and narcotics, and the creating of wholesome senti-

ment against their habitual use. Innocent boys are to be so instructed, impressed and inspired that they shall grow into clean and noble manhood. Men do not willingly walk into the fire, they shun contact with contagious disease, they hesitate to swallow poison. Definite knowledge here is the forerunner of intelligent action. To know for a certainty that a course of action is right or wrong, beneficial or hurtful, largely determines the choice of the person to do or not to do. Right thinking, right sentiment and right acting go hand in hand. There is reason to infer that proper instruction regarding stimulants and narcotics, will aid in protecting the children against the mistakes of ignorance regarding them, and help to prevent their forming vicious and depraving habits in using these substances.

One cardinal element of modern instruction which is required for the wise guidance of coming generations, is the teaching of the truth regarding stimulants and narcotics. The misuse of these substances among men, is one of the chief obstacles to self-government. This same misuse is one of the greatest causes of vice, crime, disease and mental unsoundness.

The subject matter for scientific temperance instruction is abundant. The teacher will find it on all sides. Modern text-books on physiology and hygiene, used in other states in which such instruction has been required for years past, are full of it. Some of these new treatises are marvels of simplicity, chasteness and forcible doctrine. The teacher should cull lessons from both of these sources, the one—real life; the other—choice, scientific literature.

In all lower grades the instruction should be oral; should proceed from the teacher in a limited number of well determined lessons, suited to the capabilities and aptitudes of the minds of young children. In higher grades the instruction may be derived largely from suitable printed sources, under direction of the teacher, and later be reduced to recitation, discussion and examination. A limited number of impressive lessons will be far better, than a greater number given without proper preparation on the teacher's part. In schools having many grades in the same room, the lessons can be of such a general character as to be adapted to a large portion of the school at the same time, and include several grades under the same lesson.

In any case the truth is to be taught. The simple facts as to the nature and effects of narcotics and stimulants, are sufficient in themselves, if fully and forcibly presented. No exaggeration, no offence, no equivocation, no evasion, no shirking are in order. Instruction of this kind should come into the regular science lessons and general moral lessons, as a consistent part thereof, not as a distinct or foreign matter, but as related closely and naturally with all other information which affects the preparation and training of children for the conduct of life.

Among the many important facts which may be taught and woven, one with another, into a plain systematic series of lessons, are the following well-known truths:

A poison, on being taken into the body, tends to produce disease and death. A narcotic poison suppresses vital action. So slight a quantity of any poison may be taken that no speedy results follow. Regular repetition leads to the formation of an appetite for the particular poison. So binding does this hunger for the peculiar poison become that the individual is almost hopelessly enslaved to continue its use. This poison appetite is of rapid and persistent growth. The effect of using a poison habitually is destructive to physical health and depraving to the mind.

The most common stimulants and narcotics are alcoholic liquors of all descriptions, tobacco in every form, and opium in its various combinations. These three substances are narcotic poisons whose effect is injurious, both physically and mentally, to persons who habitually use them.

Tobacco is a violent narcotic poison. Men use tobacco because it is a poison. They have acquired the poison appetite. This hunger for tobacco as a poison is so strong upon such as use it that they are almost wholly compelled to continue its use. Though tobacco does not kill, it does create disease. Every man addicted to its use, in any form whatever, is thereby more or less diseased in stomach, heart and brain. Young persons who use tobacco suffer more from the evil effects than do adults. Cigarettes in their compound of tobacco with other pernicious substances, and in the manner of their use are the vilest and most injurious form of tobacco as a poison upon the human system.

Alcohol is a violent narcotic poison. All beer, wine, whiskey, and brandy, contain alcohol. Men drink these liquors because of the alcohol they contain. The habitual user of these drinks acquires the poison appetite. The poison of alcoholic liquors creates diseases of the most serious character. No habitual user of them can be a healthy person. Though the diseases produced by alcoholic liquors may not kill at once, they seriously affect the digestive organs, the kidneys, the liver, the heart and the nervous system. A gross use of these liquors results in dissipation and drunkenness. Such use is one of the chief causes of violent crime, and one of the main causes of frenzy and insanity.

Opium is a narcotic poison. In the hands of the physician it is one of the most valuable of medicines. In the hands of the person who habitually uses any form of opium, it is the most seductive and dangerous poison. The opium eater or smoker is the most abject slave to his favorite poison. Such a person rapidly passes into hopeless imbecility and mania.

Some of the most common mistakes regarding tobacco and alcoholic liquors are as follow:—It is a mistake to suppose that tobacco is in any respect a food, that it can add to the strength of the user; that it can ward off disease; that its use is beneficial in any way whatever; that the using of tobacco is a manly habit. It is a mistake to follow the bad example of those who use tobacco. It is a mistake to regard alcoholic liquors as food or wholesome drink. It is a mistake to suppose that they add to the strength of the person. It is a mistake to hold that alcoholic liquors are a protection against cold. It is a mistake to suppose that alcoholic liquors can make a sick person well. It is a mistake to consider them beneficial in any way. It is a mistake to follow the example of those who use such liquors.

The definite effects of these poisons upon the tissues and organs of the human body can be determined and can be taught with the same accuracy and effect, with which other truths of physiology and hygiene are presented. The facts regarding the manufacture and character of these poisons can be learned with the same certainty and interest that attach to the making of other articles of common use. How

alcohol is made, can be taught with as much ease as the facts in the manufacture of steel, glass or paper. The connection of these poisons with vice and immorality, are as well known as the evils of lying and stealing. The degree to which the victims of these poisons fill the prisons and asylums is as familiar as the police reports and the trials of the criminal courts.

The foregoing common-place facts have been presented to call the attention of teachers to the dual nature of scientific temperance instruction, the matter of fact side, the social and moral side. Both of these phases must enter into the instruction which is given if the intent of the law is fulfilled. While adults, whose sentiments are already formed and whose habits are fixed, will continue, with only slight change, their present course until the inevitable end comes, whether good or ill, the schools should endeavor to save the innocent children for lives of still greater happiness, usefulness, and enlightenment. Scientific temperance finds its place in this field of school endeavor, even though it be at the expense of shutting out from the child's instruction the names of unimportant Australian cities, the uncommercial rivers of Africa, the intricacies of algebra, the obscure roots of dead languages, the dizzy maze of grammatical analysis and parsing, and the non-essential half of what is now given in the name of arithmetic. Modern and enlightened schools are demanded for the modern and enlightened age in which we live. Sanitary, hygienic, moral and useful instruction is required in a large degree, as a preparation for the higher life which we hope mankind will eventually live.

SHAKESPEARE SUGGESTIONS.

JONATHAN RIGDON.

Dramatic invention includes the two factors, power to devise incident or plot and power to conceive character. In the first, Shakespeare was not notably strong, or at least he did not show his strength in this way. The plots of most of his plays can be found in earlier English or in Italian fiction and the incidents themselves, most of them, Shakespeare has appropriated and has repeated over and over. But in the

second of these factors, the conception of character, Shakespeare is generally conceded to have been the world's greatest inventive genius, not only in the variety of his characters which no one else has equaled, but also and particularly in his perfect fidelity to life.

In analyzing any character, real or fictitious, for the purpose of understanding it, we always try to find some central principle which underlies and unifies the conduct of that character and determines its thoughts, directions and its ideals. In searching for such a unifying principle in the life of Shakespeare, we are at a loss. Many have been pointed out. The idealist declares Shakespeare was an idealist; the realist declares he was a realist. He was both. The abstract speculator says Hamlet is Shakespeare, the passionate lover says Romeo is Shakespeare and the poet-philosopher sees Shakespeare in Prospero. There is truth in all these views, but not the whole truth in any of them. Shakespeare is Hamlet, but Hamlet lacks a great deal of being Shakespeare. The same may be said of Romeo and Prospero and every other character that Shakespeare has given us. Each expresses one phase and but one of Shakespeare's many-sided genius. Even if it had been possible to characterize himself, Shakespeare would not have done so for he above all other poets, Homer only excepted, keeps himself out of his composition. We must give up the hope then of finding Shakespeare's counterpart in any character, real or fictitious. He was greater than any of his creations, greater than his time, greater than any time, the poet of all time.

But from this we must not get the thought that Shakespeare was independent of his age and time. No man ever was or ever can be independent of his age. The age of Shakespeare was monarchical and protestant, and his thought was necessarily much different from what it would have been had he lived in a republic or amidst Catholicism. Also Shakespeare lived and thought during the downfall of Scholasticism, at the time when Bacon with his scientific method broke the shackles of empty speculation and freed men from Medieval Aristotelianism. In all Shakespeare's writing therefore, we find the practical predominating. Further, Shakespeare lived in the Elizabethan age of literature, the

age of Spenser, Raleigh, Greene, Jonson, Marlowe, Bacon, Burleigh and Hooker, and while his dramas are almost infinitely above others of his age, they are nevertheless distinctly Elizabethan in character. As opposed to the excessive religiosity of Medieval times, the Elizabethan drama influenced by the scientific spirit of the age is pre-eminently practical, possibly too practical, in dealing with the all important question of immortality. In Shakespeare, therefore, the student may expect to find very few references to heaven or hell. To Shakespeare, the here and the now is real and known, the future a mystery which it would be a sin for human ignorance to attempt to explain. We have no ground for the conclusion that Shakespeare thought lightly or not at all of the future. The fact that he spoke less of a future life is to me evidence that he thought more and more deeply than other men.

From the absence of what is commonly called religion in Shakespeare's plays, we must not suppose them to be destitute of ethical significance. It is doubtful if there be any writings, ancient or modern, more full of substantial ethical instruction than the plays of Shakespeare. This instruction is not given by light superficial exhortation, but by so portraying the facts of life as to show forth with fidelity the universal disaster that follows close upon the violation of law. Shakespeare was moral both in his life and in his writings. Everywhere he recognized the supremacy of law and had the courage not to violate it. Marlowe and Greene in the whirl of London society thought the moral law might be transgressed without any serious consequences. They were lost. Shakespeare, in the same surroundings, with a nature as passionate as theirs, allowed himself to be ruled by law and so saved to the world its greatest expounder of law. Bacon himself, the great apostle of the reign of physical law, did not look upon moral law as inexorable, but Shakespeare everywhere manifests an unequaled admiration for a divine ethical order in nature and human life, and an inextinguishable loyalty to good.

INTRODUCTORY TO "GENERAL METHOD."

CHAS. A. McMURRY.

The first chapter of the General Method enquires for the chief aim of education. The question is big enough to daze or frighten any one, and yet it is serious and commonplace enough to compel attention. Most of us are accustomed to plod along at our school tasks without taking trouble to survey the broad scope and significance of our work. Rumors of change and conflict in educational circles may jostle us into thoughtfulness, but why is to-day the special time to vex our minds with this supreme problem? It will scarcely pay at any time, in a great undertaking, to lose sight of the main issue. But there is a peculiar fitness at this time in taking a broad survey and in trying to get our bearings on the main problem of education. To understand the signs of the times, let us look at the following tendencies:

There is much agitation and ferment in educational circles. All along the line, wherever there are educational interests and problems, there is lively debate and conflict of opinion.

There is also great diversity of ideas among scholars, educators and philosophers, both now and in the past, as to the meaning and scope of education. Not only have the ideals of such thinkers as Plato, Comenius, Locke and Spencer differed widely, but the world as a whole, society in its progress, has moved on to higher and more all-embracing ideas of popular education.

The world has had a great variety of valuable experience in educating children both in homes and in schools, and many ripe teachers and thinkers have given us the fruit of their best thought and experience. But thinkers and educators have not yet agreed upon the chief aim of education, and therefore we have no recognized science of education. This fact may discourage us or it may arouse us to renewed activity and effort. If we could only sift out of the experience of the past its best products and satisfy ourselves as to the controlling aim in education, we could begin to work out a plan that has connected strength and unity in it.

It is a hard matter to make out a wise course of study for

the common schools without a controlling aim. This difficulty is rendered acute at the present moment by the strong demand for a re-arrangement and re-organization of our studies. Many new branches have lately found acceptance in the school course, and now that we have gathered such a heap of complex and heterogeneous materials into the school house, it is so full that there is scarcely room to turn around. Teachers are in perplexity what to do with so many studies. Some are at work re-adjusting and re-arranging their school course. But what is the basis for this? If we only had a comprehensive and consistent aim running through the whole school plan, it would throw a broad light over our difficulties, and help to bring order and system out of this conflict and confusion.

But, besides the difficulty of the school course, there are so many important and necessary aims in connection with school work, that unless we stop to think and discover the real center of our efforts, we become confused and flounder in the midst of our multiplex activities.

This is a problem well worth profound and earnest and many-sided thought. To solve it for one child or for one school, along the lines of highest wisdom, is almost equivalent to solving it for many millions of children for they are all to be prepared for the same world of social relations. Such a plan must, of course, give scope to individuality, but it also must realize the common needs of all children. One of the most significant and fruitful ideas, often expressed, is that education is to fit children for the social order, for the society and civilization in the midst of which they are to live and exercise their powers and privileges.

How shall we prepare ourselves and gather the materials with which to work out the answer to our problem? Where can we find a standpoint from which to survey comprehensively the great task of education and discover its unmistakable trend and purpose? In the first place we must gird up our loins for a thoughtful survey of the educational resources within our reach. From our own experience, from the lives and work of educational writers and reformers, from literature, from history and science, we shall gather materials of thought with which to determine the leading aim. Beware,

however, of being frightened by a big array of learning and of books. What we need is time to read a little and ponder a few important things. This almost every teacher can do. Fall back upon your own experience; call up the best ideals that religion and life have revealed to you; test everything in the light of the highest wisdom and motive by which your own experience has been enriched, and you will not miss far the best aim in education. The great, simple, fundamental truths of life are within close reach of us all. So it is in education, only we must not allow ourselves to be confused and disconcerted by the multitudes of demands made upon us.

The problem raised in the first chapter, *The Chief Aim of Education*, should lead to a thoughtful examination of the prevailing ideas in bringing up children, and, in connection with this, a study of the definitions and general statements about the aim of education as expressed by eminent writers and thinkers in different countries and ages. In the first chapter, the *moral aim* is set up without much argument and its value taken for granted. Those teachers who have access to some good books on education of their own or in reference libraries will do well to make a study of this problem. The following references will be of service: Compayre's *Lectures on Pedagogy*, pp. 9-20, is a discussion of definitions of education (published by D. C. Heath; price, \$1.75).

Bain's *Education as a Science* (Appleton), pp. 1-10, also contains the discussion of a series of definitions. Price,—. Rein's *Outlines of Pedagogics*, translated by Van Liew (sold by C. W. Bardeen, Syracuse, N. Y.; price, \$1.25) in Part II, pp. 65-85, gives a careful treatment of the leading aim and of the means of attaining it from the standpoint of Herbart and his disciples. This book will be useful for comparison with the General Method on many of the leading points of Herbartian doctrine. Felix Adler's *Moral Instruction of Children*, of the International Educational Series (published by D. Appleton & Co., N. Y.; price, \$1.50) is an excellent and interesting treatment of the present problem of moral education in schools. It discusses this aim and the materials of instruction calculated to realize it. Herbert Spencer's chapter on *Moral Education in Education* (published by D. Appleton & Co., N. Y.; cloth, \$1.25; cheap edition, 50 cents) is an

exceedingly interesting and suggestive handling of this subject from the modern standpoint of a scientist and philosopher. Most of the books on pedagogy in its general aspects contain discussions of this topic. In all the subsequent discussion, it will be well to keep in mind this original problem and discover what additional light may be thrown upon it.

DEPARTMENT OF PEDAGOGY.

[Conducted by **ARNOLD TOMPKINS.**]

WHAT KNOWLEDGE IS OF MOST WORTH.

The above is the title of the presidential address of Dr. Nicholas Murray Butler before the last National Educational Association. Educational values is the greatest current topic now engaging the attention of the teacher, and Dr. Butler's discussion will be found to be one of the most helpful yet produced. It is too long to insert in full, but I select such portions as will give his main thought.

* * * "If it be true that Spirit and Reason rule the universe, then the highest and most enduring knowledge is of the things of the Spirit. That subtle sense of the beautiful and the sublime which accompanies spiritual insight, and is a part of it, is the highest achievement of which humanity is capable. This sense is typified, in various forms, in the verse of Dante and the prose outpourings of Thomas a Kempis, in the Sistine Madonna of Raphael, and in Mozart's Requiem. To develop this sense in education is the task of art and literature, to interpret it is the work of philosophy, and to nourish it is the function of religion. Because it most fully represents the higher nature of man, it is man's highest possession, and those studies that directly appeal to it and instruct are beyond compare the most valuable.

* * * "The wonders and splendor of nature that had brought into existence the earliest religions and the earliest philosophies were now feared and depised as the basis of paganism; and on wholly false grounds a controversy was precipitated as to the relative worth of literature and of science that in one form or another has continued down to our own day. The bitterness with which the controversy has been carried

on, and the extreme positions assumed by the partisans of the one side or the other, have concealed from view the truth that we are now able to perceive clearly—the truth that the indwelling Reason, by whom all things are made, is as truly present, though in a different order of manifestation, in the world of nature as in the world of spirit. One side of this truth was expressed by Schelling when he taught that nature is the embryonic life of spirit and by Froebel when he taught “The spirit of God rests in nature, lives and reigns in nature is expressed in nature, is communicated by nature, is developed and cultivated in nature.”¹ The controversy as to the educational value of science, so far, at least, as it concerns educational standards and ideals, is, then an illusory one. It is a mimic war, with words alone as weapons, that is fought either to expel nature from education or to subordinate all else in education to it. We would rather say, in the stately verse of Milton:

“ ‘Accuse not Nature; she hath done her part;
Do thou but thine.’ ”

And that part is surely to study nature joyfully, earnestly, reverently, as a mighty manifestation of the power and grandeur of the same spirit that finds expression in human achievement. We must enlarge, then, our conception of the humanities, for humanity is broader and deeper than we have hitherto suspected. It touches the universe at many more points than one; and, properly interpreted, the study of nature may be classed among the humanities as truly as the study of language itself.

“This conclusion, which would welcome science with open arms into the school and utilize its opportunities and advantages of education, does not mean that all studies are of equal educational value, or that they are mutually and indifferently interchangeable, as are the parts of some machines. It means rather that the study of nature is entitled to recognition on grounds similar to those put forward for the study of literature, of art, of history. But among themselves these divisions of knowledge fall into an order of excellence as educational material that is determined by their respective relations to the development of the reflective Reason. The appli-

¹*Education of Man.* (tr. by W. N. Hailman, New York, 1888), p. 154.

cation of this test must inevitably lead us, while honoring science and insisting upon its study, to place above it the study of history, of literature, of art and of institutional life. But these studies may not for a moment be carried on without the study of nature or in neglect of it. They are all humanities in the truest sense, and it is a false philosophy of education that would cut us off from any one of them or that would deny the common ground on which they rest. In every field of knowledge which we are studying is some law or phase of energy and the original as well as the highest energy is will. In the world of nature it is exhibited in one series of forms that produce the results known to us as chemical, physical, biological; in the history of mankind it is manifested in the forms of feelings, thoughts, deeds, institutions. Because the elements of self-consciousness and reflection are present in the latter series and absent in the former it is to these and the knowledge of them that we must accord the first place in any table of educational values.

"But education, as Mr. Froude has reminded us², has two aspects. 'On one side it is the cultivation of man's reason, the development of his spiritual nature. It elevates him above the pressure of material interests. It makes him superior to the pleasures and pains of a world which is but his temporary home, in filling his mind with higher subjects than the occupations of life would themselves provide him with.' It is this aspect of education that I have been considering, or it is from this aspect we derive our inspiration and our ideals. 'But,' continues Mr. Froude, 'a life of speculation to the multitude would be a life of idleness and uselessness. They have to maintain themselves in industrious independence in a world in which it has been said there are but three possible modes of existence—begging, stealing and working; and education means also the equipping a man with the means to earn his own living.' It is this latter and very practical aspect of education that causes us to feel at times the full force of the questions of educational values. Immediate utility makes demands upon the school which it is wholly unable to neglect. If the school is to be training-ground for citizenship, its products must be usefully and soundly equipped as

² *Short Studies on Great Subjects* New York, 1872, II:257.

well as well disciplined and well informed. An educated proletariat—to use the forcible paradox of Bismarck—is a continual source of disturbance and danger to any nation. Acting upon this conviction the great modern democracies—and the time seems to have come when a democracy may be defined as a government, of any form, in which public opinion habitually rules—are everywhere having a care that provision be made for the practical, or immediately useful, in education. This is as it should be, but it exposes the school to a new series of dangers against which it must guard. Utility is a term that may be given either a very broad or a very narrow meaning. There are utilities higher and utilities lower, and under no circumstances will the true teacher ever permit the former to be sacrificed to the latter. This would be done if, in its zeal for fitting the child for self-support, the school were to neglect to lay the foundation for that higher intellectual and spiritual life which constitutes humanity's full stature. This foundation is made ready only if proper emphasis be laid, from the kindergarten to the college, on those studies whose subject-matter is the direct product of intelligence and will, and which can, therefore, make direct appeal to man's higher nature. The sciences and their applications are capable of use, even from the standpoint of this higher order of utilities, because of the reason they exhibit and reveal. Man's rational freedom is the goal, and the sciences are the lower steps on the ladder that reaches to it.

"Splendid confirmation of this view of science is found in the great Belfast address in which Prof. Tyndall stormed the strongholds of prejudice one and twenty years ago. Said Professor Tyndall:

"Science itself not unfrequently derives motive power from an ultra-scientific source. Some of its greatest discoveries have been made under the stimulus of a non-scientific ideal. This was the case amongst the ancients and it has been so amongst ourselves. Mayer, Joule and Colding, whose names are associated with the greatest of modern generalizations, were thus influenced. With his usual insight, Lange at one place remarks that it is not always the objectively correct and intelligible that helps man most, or leads most quickly to the fullest and truest knowledge. As the sliding

body upon the brachystochrone reaches its end sooner than by the straighter road of the inclined plane, so through the swing of the ideal we often arrive at the naked truth more rapidly than by the most direct processes of the understanding. Whewell speaks of enthusiasm of temper as a hindrance to science; but he means the enthusiasm of weak heads. There is a strong and resolute enthusiasm in which science finds an ally; and it is to the lowering of this fire, rather than to the diminution of intellectual insight, that the lessening productiveness of men of science in their mature years is to be ascribed. Mr. Buckle sought to detach intellectual achievement from moral force. He gravely erred; for without moral force to whip it into action, the achievements of the intellect would be poor indeed.

“It has been said that science divorces itself from literature but the statement, like so many others, arises from lack of knowledge. A glance at the less technical writings of its leaders—of its Helmholtz, its Huxley, and its Du Bois-Reymond—would show what breadth of literary culture they command. Where among modern writers can you find their superior in clearness and vigor of literary style? Science desires not isolation, but freely combines with every effort toward the bettering of man’s estate. Single-handed, and supported not by outward sympathy, but by inward force, it has built at least one great wing of the many-mansioned home which man in his totality demands. And if rough walls and protruding rafter-ends indicate that on one side the edifice is still incomplete, it is only by wise combination of the parts required with those already irrevocably built that we can hope for completeness. There is no necessary incongruity between what has been accomplished and what remains to be done. The moral glow of Socrates, which we all feel by ignition, has in it nothing incompatible with the physics of Anaxagoras which he so much scorned but which he would hardly scorn to-day. * * *

“The world embraces not only a Newton, but a Shakespere—not only a Boyle, but a Raphael—not only a Kant, but a Beethoven—not only a Darwin, but a Carlyle. Not in each of these, but in all, is human nature whole. They are not opposed, but supplementary—not mutually exclusive, but recon-

cilable. And if, unsatisfied with them all, the human mind, with the yearning of a pilgrim for his distant home, will still turn to the Mystery from which it has emerged, seeking so to fashion it as to give unity to thought and faith, so long as this is done, not only without intolerance or bigotry of any kind, but with the enlightened recognition that ultimate fixity of conception is here unattainable, and that each succeeding age must be held free to fashion the mystery in accordance with its own needs—then casting aside all the restrictions of Materialism, I would affirm this to be a field for the noblest exercise of what, in contrast with the knowing faculties, may be called the creative faculties of man.'

"The actions of the lower animals are conditioned by sensation and momentary impulses. Man, on the other hand, is enabled to raise himself above fleeting sensations to the realm of ideas, and in that realm he finds his real life. Similarly, man's will gradually frees itself from bondage to a chain of causes determined for it from without, and attains to a power of independent self-determination according to durable and continued ends of action. This constitutes character, which, in Mr. Emerson's fine phrase, is the moral order seen through the medium of an individual nature. Freedom of the will is not, then, a metaphysical notion, nor is it obtained from nature or seen in nature. It is a development in the life of the human soul. Freedom and rationality are two names for the same thing, and their highest development is the end of human life. This development is not, as Locke thought, a process arising without the mind and acting upon it, a passive and pliable recipient. Much less is it one that could be induced in the statue of Condillac and Bonnet. It is the very life of the soul itself.

"There is a striking passage in *The Marble Faun* in which Hawthorne suggests the idea that the task of the sculptor is not, by carving, to impress a figure upon the marble, but rather, by the touch of genius, to set free the glorious form that the cold grasp of the stone imprisons. With similar insight, Browning puts these words into the mouth of his Paracelsus:

" 'Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.
There is an inmost center in us all,

Where truth abides in fulness; and around,
Wall upon wall, the gross flesh hems it in,
This perfect, clear perception. * * *

* * * And, to know
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without.'

"This is the poetical form of the truth that I believe is pointed to by both philosophy and science. It offers us a sure standing-ground for our educational theory. It reveals to us, not as an hypothesis but as a fact, education as spiritual growth toward intellectual and moral perfection, and saves us from the peril of viewing it as an artificial process according to mechanical formulas. Finally, it assures us that while no knowledge is worthless—for it all leads us back to the common cause and ground of all—yet that knowledge is of most worth which stands in closest relation to the highest forms of the activity of that Spirit which is created in the image of Him who holds Nature and Man alike in the hollow of his hand."

FORM AND THOUGHT STUDIES.

The above is a current classification of studies and supposed to be a fundamental one. But on close inspection, it proves to be a relation in all studies, rather than a basis of classification. Everything man turns his mind to assumes the relation of form and content.

For instance, it is said that language is a form study, while natural science is a thought study. But whatever may be said to show that language is a form study is true of natural science; and whatever may be said to show that natural science is a thought study is true of a language study. The distinction vanishes the moment we attempt to put the finger on it.

True, language is a form expressing thought. No, it has its form expressing its thought. It is form vitalized by thought, or thought incarnated in form.

Language includes both sides. The form apart from the soul which animates it is not language, and to study the form

merely is not to study language. In natural science study, the attention rests on a form which expresses a thought; and, as in language, the form is used to get at the thought; the form manifests the thought. Whitney classes *language* study as a natural science study, because words have life and grow.

Thus every subject has its two sides of so-called form and thought. History has its outer events manifesting the inner life of the people; and literature—all of fine art—has form manifesting life. Everything in the universe and the universe itself is the manifestation of indwelling spirit. Thus it seems that the division into form studies and thought studies does violence to the relation in which all studies must be viewed by forcing the student to ignore, if he be true to his classification, one term of the relation inherent in whatever he studies. At least it will be found that such a division of subjects has no working value. After the distinction is made that is the end of it. This proves that the distinction, if true, is superficial.

PRIMARY DEPARTMENT.

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

DUTY AND INTEREST.

It is almost a maxim in teaching that the pupil must learn to do his duty. If the school fails to implant this habit, it has come far short of its mission. However we may teach, we always insist that no matter how disagreeable a duty may be, the child should be so well trained that he will hardly hesitate in performing it.

Sometimes there seems to be almost an old Puritanic strictness about this notion. Occasionally, we have gone to the extreme and half way feel that the thing in which we are most interested is just the thing we should not do. To be a duty, it must be uninteresting at least. There are teachers whose assignments of work and of lessons are put in the shortest, most commonplace way from which the teacher never varies. The teacher insists that the pupils must be taught to do the work because it is their duty to do

it and not because she excited any special degree of interest by the manner of making the assignment. But the question as to whether she could have excited their interest in the work which it was their duty to perform is outside her pedagogy.

But this last question, whether the teacher should try to excite the interest of the pupils in the thing that it is their duty to do, is both old and new. It comes in the new form of whether *all* the work *all* the time should be presented this way. A class of twenty-five pupils entered the primary grade of a certain school a few years ago. Out of this number about half had been in a kindergarten the preceding year. Those who had attended the kindergarten were, of course, in advance of the others in the color, form and number work as well as in movements of various kinds, drills and songs, and in the general culture resulting from such work. But one fact was noticeable in which the others had the advantage, they would do anything, undertake anything they were asked to do. From the most matter-of-fact assignment of something to be done they set out and stayed by it. It was different with the kindergarten children. They wanted work to be like play; they expected everything to be made interesting and they did not work unless it was. This trait was very noticeable in the children coming from this particular kindergarten and it was a marked feature until they were in the fourth and fifth grades. (This must not be understood to be a criticism of the true kindergarten.)

The discipline of these particular kindergarten children was always more difficult than of the others. When an assignment of work was made they would frequently say, "Oh, I don't like to do that," and as soon as the teacher left the class, they frequently began something else—something more interesting. For a year or a year and a half, they had had some one devote her whole time to devising plays and and games for them and to so disguise their work that they did not recognize it as work. It is doubtful if they will ever fully recover from this influence.

However, this is no argument against the right use of interest. I only give it to show its misuse, to show that there is a danger to be taken into account. There is no rea-

son why anything which is a duty should not be of interest to one and it will usually enlist a fair degree of interest at least when properly considered. There is also no doubt that a thing seen to be a duty should be of the greatest interest. The question comes as to which is the better way, stimulate a high degree of interest in the thing to be done (it may be *in* the thing and it may be only *about* the thing) and let the idea of duty come later and perhaps incidentally, or can the two be carried along together? It is the hardest kind of drudgery to do work in which we have little or no interest. The best work and the best results are usually reached when the work is stimulated by a keen interest. The people who uplift society, the men that move the world are those who have unbounded interest and enthusiasm in their work as well as a feeling of duty in regard to it.

Whatever may be the different views on different phases of this subject this much seems clear, that trying to induce children to work because of the duty element only is one extreme, while the attempt to stimulate a high degree of interest in everything to be done and feel impelled by this interest to do the thing is the other extreme, and that either alone will not result in the most complete, reliable character.

TIMELY TOPICS.

The best teachers are those who are always on the alert for all the suggestions that may come from any quarter. Such a primary or intermediate teacher has a talk upon certain animals that were in the show parade, called the attention of the children to those animals before the show came, talked about them afterward, even if the program did not say "a lesson on the lion or tiger."

This teacher watches the opportunities in the seasons for subject-matter of work. She prepares for flower study mainly in the spring, seeds and fruits in the fall, and as the minerals and domestic animals are with us all the time, she expects them to come for their share of attention in the winter. This teacher is always on the watch for stories and poems on flowers and animals and finally has such a collection that she has one appropriate to almost every flower and bird they may talk about.

Some of the timely subjects in September are the grains. Small bundles of wheat, oats and corn should be brought into the school room for study and some at least with the roots left on. These should be examined, talked about and written about. How tall are the stalks, how many leaves, how large, what kind, how arranged? What is the appearance of the grain, how arranged, how protected, why? What kind of roots has it, what are they for? How is the stalk—why jointed, hollow or pithy? What use is made of the grain, of the stalk and leaves? What is done with the surplus?

If the children don't know the written or printed words, corn, wheat and oats, teach them in connection with these lessons. If they can write in short and isolated sentences the little things talked about, have them do so. As drawing is a form of expression children use quite early, let them draw the picture of the leaves, the grain, the head, the whole stalk and last the whole plant. If you have never drawn, try now and be able to suggest helpful points to the children.

Then, too, the child's attention may be drawn to the fruits of his neighborhood in work similar to that on the grains. Or it may be the birds of this vicinity—the size, color, shape and size of body and head, tail, wings, feet and many of these characteristics in relation to the habits of the bird. Very few of these can be taken into the school room for examination. But this should be no reason for not doing anything with it. If at all possible, the teacher should visit the woods and fields with the children and discover and talk about things there that cannot possibly be brought into the house.

Neither should the teacher fail to interest the pupils in the natural features of land and water found in the neighborhood or district. The hills, slopes, creeks or ditches should be noticed and the characteristics of each. Swamps, ravines, gorges, etc. would be very interesting indeed. Can the pupils make a miniature representation of these in sand. Why not get a geological report of Indiana from the state geologist, read the geological history of your county and district (if it has been written, very many of the counties are treated separately) and call the attention of the children to the peculiar formation and tell them the story the scientists have found

written there? See if some of these things will not put new life and enthusiasm into the teacher as well as into the school.

These subjects, in the main, belong to geography, but they are legitimate subjects for the reading, language, color, form, drawing, clay modelling and number work. They furnish all the requirements for some of the work, at least, in these subjects, and do the further thing, stimulate the child to a careful and sympathetic observation of nature, which when not gotten in childhood is usually lost forever.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

THREE NOTES AND A CALL.

Mrs. Hews:—Elsie was absent again this forenoon. She has been absent half the time this month. She missed more than half her spelling this forenoon, and she is not good in her arithmetic. If you expect her to be promoted, you will have to send her more regularly. I can't teach her when she is absent.

Hastily,

FANNIE ADAMS.

Elsie came tardy the next morning! She brought the following note:

Miss Adams:—I kept Elsie home to mind the baby while I went down town. I keep her whenever I need her. I heard her spelling and she only missed two words. If you would speak kind to her and tell her words over when she don't hear, she would not miss any. I kept her home last year whenever I wanted to and she passed higher than Ella Harper, or John Gray, or Floy Jones and lots of others in your room.

JANE HEWS.

The spelling that morning was a review of half a dozen lessons from which twenty-five words were selected. Luckless Elsie missed fifteen! She was so discouraged that she

failed in arithmetic also. She took the following note home at noon:

Mrs. Hews.—Elsie was tardy this morning and that is almost as bad as being absent. I send her spelling blank to you for you to see that she missed fifteen words. When I am dictating spelling, I can't keep the class waiting for Elsie to guess at the words that she should have studied. If she was absent much last year and yet happened to pass, she will need still more to come regularly now, for she could not have been thorough.

Respectfully,

F. ADAMS.

In the afternoon, Elsie was absent again! Just as the bell rang to prepare for dismissal, a peremptory rap sounded on the school room door, and Mrs. Hews was ushered in. Her face was flushed and her tone resentful as she said tartly, "I have come for Elsie's books. If she can't learn anything at school, she'd better stay at home. I need her enough, goodness knows!"

"Will you please wait till school is dismissed? I must watch the lines passing through the hall," said Miss Adams, pleasantly.

Mrs. Hews took a seat stiffly.

During the few minutes required for the lines to file from the different rooms to the street, a sharp struggle went on in Miss Adams's mind.

Self-interest said: "It will be a relief to have Elsie leave school. She makes more absent and tardy marks than any one else. I can give Mrs. Hews the books and end one source of annoyance."

Conscience said: "Elsie will probably lose the rest of the year if she withdraws now, and forget what little arithmetic she does know, poor thing!"

Self-interest: "It's not my fault if her mother chooses to keep her at home. It will be better for the rest of the class to have her out."

Conscience: "It is your fault if your notes have caused Mrs. Hews to take Elsie from school. She tries hard to get her lessons when she is here, and enjoys herself so with the other children. Poor little girl, she has not much sunshine

in her life. You ought to sacrifice a little for her sake, *especially* as you are responsible for this emergency."

When the last child had passed, Miss Adams said very gently, "Do you think it best for Elsie, to take her from school, Mrs. Hews?" "I don't 'spose it is, but nobody cares what's best for her, if she don't toe the mark." "I care, Mrs. Hews. I shall be sorry for her sake if Elsie leaves school. I am busy every minute and wrote very hurriedly to you, and" she went on bravely, "perhaps the notes didn't sound as I meant them. I only meant to *urge* you to send her if possible, because it is so important."

Mrs. Hews's face softened. "Well, I was in a big hurry, too, and it seemed to me you just wanted to get rid of Elsie. I hate to have her miss but times are *so* hard, I have to take in sewing lately. I had an extra lot on hand this month and the baby has been ailing and nobody can keep him quiet like Elsie. Yesterday, there was a bargain sale of shoes down town and I had to get some for me and Tommy, so Elsie had to stay with baby again. Last night her father forgot to wind the clock, so breakfast was late. Elsie would not wait to eat a mouthful."

Miss Adams felt a pang of remorse. "Poor child, no wonder she missed her spelling! Mrs. Hews, I thought you didn't try to send her regularly, and you thought I wished she wouldn't come at all and we were both mistaken. Suppose we agree that you are to send her as regularly as you can and I am to do my very best for her when she is here. She writes well, is good in language work and a beautiful reader. It would be a pity to let her get behind in those, too."

The resentment disappeared from Mrs. Hews's manner. "All right! I'll be glad to send her," she confessed, "for I left her crying when I came away."

"Fannie Adams," soliloquized the teacher severely when the caller had gone, "Fannie Adams, you have added to the burdens of a care-worn woman and a little girl who was doing her best. The next time you try to write an emphatic note in a hurry, don't do it. Take time to write as politely as you would to a member of the School Board, and your conscience will feel easier."

DESK-WORK. STRINGING BUTTONS.

There isn't the least doubt that the end and aim of busy work should *not* be to keep the children's restless brains and fingers employed. Busy work should be as instructive and effective as any other school work. It *should* be—but—circumstances sometimes make it impossible.

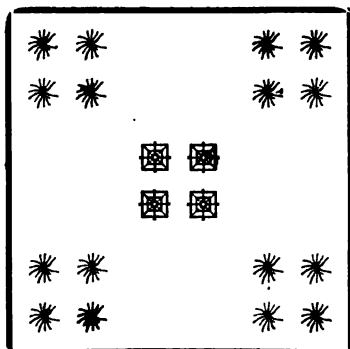
When it comes to the choice of having busy work just to be busy or keeping still just to keep still, choose the former unhesitatingly. There is not much education in laying straight rows of corn across a slate, but it is incomparably better than sitting with idle hands.

There are many schools where intelligent, earnest teachers cannot command the time nor material to give the wee ones the *best* busy work exercises. Let us hope they will use some *second* best devices because busy-ness is so much better than idleness.

For those who cannot have Mrs. Hailman's beads to teach color, form and number, we suggest as a "second best" substitute, a supply of cheap china buttons, some zephyr needles and coarse thread. Tie a needle at one end of the thread and a shoe button at the other. Then once a day or every other day let the "beginners" string buttons. Cut squares of paste-board making a hole near the center and let these alternate with the buttons. String the buttons and squares by ones, twos and threes as the knowledge of number increases. If the squares can be of bright colored cardboard so much the better.

Many slate-work lessons may be gathered from the buttons and squares. For instance, give the direction: "Make a picture of four buttons in each corner of your slate and four squares in the middle of your slate."

The slates look like this:



FRIDAY AFTERNOON.**FOR OPENING EXERCISES.**

The stories given below furnish themes for ethical lessons. Read at the opening of the school in the morning when the pupils are fresh and alert. They must make an impression for good that will have an influence. Follow the reading with suggestive, helpful comments.

1. Subject, - - - - - **KINDNESS TO ANIMALS**

Recently, I saw a man at some little distance, who appeared to be agitated by passion, and was lifting and throwing with force stone after stone, at some object beneath him. This made me approach him and inquire what was the matter.

"Oh, sir," said he, "a great ugly toad;" and down went another stone.

"And pray," said I, "why do you kill that poor creature? Has it done you any harm?"

"Why," said he, "they don't do no good, do they?"

"My friend," said I, "supposing they do no good, is that any reason why you should put this to death? Only consider, if everything was to be destroyed which does no good, what would become of you and me, for verily I think we could give but a poor account why we should be spared; and yet the Almighty, who sees our actions, and knows the wickedness of our hearts, does not destroy us; but these animals are more harmless than we, and not only do no hurt, but do a great deal of good, in feeding on and destroying quantities of snails and other insects which would destroy our vegetables; for my own part, I am glad to see and preserve them in my garden, observing as I do how much benefit they do me."

"Well," said the man, throwing away the stone which he had ready for another fling, "then let him live, but I didn't know they did any good."

"Nay, my friend," I replied, your leaving the poor crippled animal to die a lingering death would now be more cruel than killing it outright; don't you see that you have so covered it with stones that it is impossible for it to get away and it may have to suffer for many days? The most merciful thing now is to put it out of its misery; but let me entreat you, never again to put to death or torment any of God's creatures, which in His wisdom He has made, unless you have good and sufficient reasons for doing so."

Let our young readers reflect, that *we have no right to injure or take the life of any of God's creatures, unless for necessary food, or for our own preservation from injury*; it is an act of brutal wickedness to torture even an insect.

2. Subject, - - - - - **I FORGOT IT**

A successful business man says there were two things which he learned when he was eighteen, which were ever afterwards of great

use to him, namely, "Never to lose anything, and never to forget anything."

An old lawyer sent him with an important paper, with certain instructions what to do with it. "But," inquired the young man, "suppose I lose it; what shall I do then?"

You must not lose it."

"I don't mean to," said the young man, "but suppose I should happen to."

"But I say you must not happen to; I shall make no provision for such an occurrence; you must not lose it!"

This put a new train of thought into the young man's mind and he found that if he was determined to do a thing, he could do it. He made such a provision against every contingency that he never lost anything. He found this equally true about forgetting. If a certain matter of importance was to be remembered, he pinned it down in his mind, fastened it there and made it stay. He used to say, "When a man tells me he forgot to do something, I tell him he might as well have said, 'I do not care enough about your business to take the trouble to think about it again.'"

"I once had an intelligent young man in my employment who deemed it sufficient excuse for neglecting an important task to say, 'I forgot it.' I told him that would not answer. If he was sufficiently interested, he would be careful to remember. It was because he didn't care enough that he forgot it. I drilled him with this truth. He worked for me three years, and during the last of the three he was utterly changed in this respect. He did not forget a thing. His forgetting, he found, was a lazy, careless habit of the mind, which he cured."

3. Subject - - - - PRECEPT AND PRACTICE

The other day when a horse drawing a cart-load of coal got stalled on West Street, the public was promptly on hand with advice.

"Put on the whip," shouted the driver of an express wagon.

"Take him by the head," added a truckman.

"If that was my hoss," said a man with a bundle of clothes under his arm, "I'd tie a cloth over his eyes. I've seen it done hundreds of times, and it makes 'em pull their best."

"Don't believe it," said a man with a cane. "I've owned horses all my life and I've had some bad ones among them. The only thing to do is to blow in his right ear."

"You mean the left ear," said a small man with a very thin voice.

"No, I don't! I mean the right ear. I've tried it often enough, I guess."

A crowd of fifty people had gathered, and now the driver had got down and looked the ground over. One wheel was down in a rut. He stood looking at it, his hand on the horse's hip, and everybody round him tendering him advice, when two sailors came along and one of them called out, "Ay, mate, but here's a craft on a reef."

"Over with her, then."

Each seized a wheel for a lift, the driver clucked for the horse to go ahead, and away they went, as easily as you please. They were the only two of the whole crowd who had not advised the driver how to do it.—*New York Sun.*

4. Subject - GOD HELPS THOSE THAT HELP THEMSELVES

Said Farmer Jones, in whining tone, "And I've discovered, though still
To his good old neighbor Gray; in sin,
"I've worn my knees through to the bone, As sure as you are born,
But it ain't no use to pray. This kind of compost well worked
in,
Makes pretty decent corn.

"Your corn looks twice as good as mine,
Though you don't pretend to be
A shinin' light in church to shine
An' tell salvation's free.

"So while I'm praying I use my
hoe
And do my level best,
To keep down the weeds along
each row,
And the Lord he does the rest.

"I've prayed the Lord a thousand
times,
To make that 'ere corn grow;
An' why yours beats it so and climbs
I'd give a deal to know."

"It's well to pray, both night and
morn,
As every farmer knows;
But the place to pray for thrifty
corn
Is right between the rows.

Said Farmer Gray to neighbor Jones
In his quiet, easy way,
"When prayers get mixed with lazy
bones,
They don't make farming pay."

"You must use your hands while
praying, though,
If answer you would get,
For prayer-worn knees and a
rusty hoe,
Never raised a big crop yet.

"Your weeds, I notice, are good an' tall,
In spite of all your prayers;
You may pray for corn till the
heavens fall,
If you don't dig up the tares;

"An' so I believe, my good old
friend,
If you mean to win the day,
From plowing, clean to the har-
vest end,

"I mix my prayers with a little toil,
Along in every row;
An' I work the mixture into the soil
Quite vig'rous with the hoe.

You must hoe as well as pray.
—*Sel.*

5. Subject - CONTENTMENT BETTER THAN WEALTH

Everything pleases my neighbor Jim;
When it rained
He never complained,
But said wet weather suited him;
"There's never too much rain for me,
And this is something like," said he.

When earth was dry as a powder mill,
 He did not sigh
 Because it was dry,
 But said if he could have his will
 It would be his chief, supreme delight
 To live where the sun shone day and night.

When winter came with its snow and ice,
 He did not scold
 Because it was cold,
 But said, "Now, this is real nice;
 If ever from home I'm forced to go
 I'll move up north with the Esquimaux.

A cyclone moved along its track
 And did him harm;
 It broke his arm,
 And stripped the coat from off his back;
 "And I would give another limb
 To see such a blow again," said Jim.

—*Union Signal.*

OFFICIAL.

TOWNSHIP HIGH SCHOOLS.

STATE OF INDIANA
 DEPARTMENT OF PUBLIC INSTRUCTION,
 DAVID M. GEETING, Supt. }

Many letters of inquiry have been received at this department questioning the right of the township trustee to establish graded schools in his township. Section 4444, of the School Law, says: "They (township trustees) may also establish graded schools, or such modifications of them as may be practicable; and provide for admitting into the higher departments of the graded school, from primary schools of their townships, such pupils as are sufficiently advanced for such admission."

There is no question as to the right of the trustee to establish such schools, and more, it is a duty. In order to show the interpretation of this statute we pen herewith a decision given by Judge Hord in the Johnson county circuit court some years since, in which the Judge holds that a trustee may be compelled to furnish these educational advantages for the pupils in the higher branches of learning:

AN EXACT COPY OF RECORD.

In the matter of application of William B. Grubbs and William H. Dungan for a mandate versus James Williams.—No. 219.

Now come the parties by counsel and in their own proper persons and the said James Williams makes return to the writ heretofore issued in the words and figures following to-wit:

And an issue being made, this cause is set down for hearing by the Court, and after the evidence of the witnesses has been heard and after argument of counsel, the Court finds that the said William B. Grubbs and William H. Dungan are residents of district No. 3 in Clark township, Johnson county, Indiana. and that William B. Grubbs, junior, is a son of William B. Grubbs, the relator, and is of the age of 17 years and is unmarried and lives in his father's family, and that he is sufficiently advanced in learning to study algebra and the Latin language, and the court further finds that Elizabeth Dungan is of the age of 19 years and that she is sufficiently advanced in learning to study algebra and the Latin language. And the court further finds that one Josephine Carver is engaged in teaching a public school in said district No. 3, and that she refuses to teach the said William Grubbs and Elizabeth Dungan the algebra and the Latin language and that James Williams is the acting trustee of Clark township, and that a demand has been made of him to cause the algebra to be taught in the said public school by the said Josephine Carver but that he fails and refuses to so order and direct the said Josephine Carver to teach the algebra to such of her pupils as are sufficiently advanced to study the same, although requested to do so.

And, whereas, the said relators have not a plain and adequate remedy in the ordinary course of the law to enforce their right of having their said children instructed in the algebra in the said public school,

Now therefore, we do command you, the said James Williams, that you immediately after the receipt of this writ, do order and direct the said Josephine Carver to instruct and teach the children of the relators to-wit: William B. Grubbs and Elizabeth Dungan in the algebra and that the relators herein recover of you their costs taxed in the sum of ——— dollars and ——— cents, and that you do pay the same.

K. M. HORD, Judge.

EDITORIAL

ESPECIAL attention is called to the article in this issue, of superintendent Jones on Herbart and his doctrine. It will be valuable as reference as Herbart's theories will be frequently referred to in the study of McMurry's General Method.

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. The delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE INLAND EDUCATOR is the name of a new educational paper published at Terre Haute. It is edited by Francis M. Stalker and Charles M. Curry, both members of the State Normal School faculty. All the departments in the normal school are represented or will be represented generally by the heads of these departments. It announces an

unusual list of miscellaneous contributors. The first number (August) is certainly a good one, and if this standard is maintained its readers can but be pleased.

STATE SUPT. GEETING is devoting all his time to visiting institutes. If he meets with no bad luck, he will be able to reach about *forty-five*, the largest number ever visited in one year by a state superintendent. He is making a strong plea with both teachers and trustees for graded township schools, so as to bring the higher education within the reach of all the boys and girls of the state. This is a grand purpose to work for and it is to be hoped Mr. Geeting will meet with large success.

THE OUTLINE OF TOWNSHIP INSTITUTE WORK FOR 1895-6 is now out. The committee has done an excellent piece of work. The committee says: "Since no agency has contributed in larger measure to the educational progress of the state than has the Teachers' Reading Circle, we begin this year's work in the Preliminary Institute in order to emphasize the importance of the work to professional teachers." In addition to the Reading Circle work, language and geography are especially emphasized. These outlines are logical and full of helpful suggestions. As each teacher is expected to have a copy, extended comment is not necessary. The committee is J. H. Gardner, J. H. Reddick, J. W. Guiney, E. J. McAlpine.

THE EDUCATION OF THE INDIANS.

W. N. Hailman, superintendent of Indian schools, has been attending the convention of teachers of Indian schools in the southwest. Mr. Hailman said there was not an Indian tribe in Oklahoma which is not able to take care of itself in the main by labor, and he takes the position that the aid being given the Indians by the government is an actual injury to them. He says that it is useless to educate the Indians and send them home during vacations to be surrounded by lazy parents who are being fed by the government. The Cheyenne and Arrapahoe Indians are citizens of the United States; they vote at elections and at the same time they are getting government help. Many white men would take government supplies if they could get them, but it would be an injury to them as it is to the Indians. The Professor says the Indians should be made to work for a living where they have land suited to agricultural pursuits, and the method now in vogue is a great injury to the Indians themselves but does not offset the work of the schools. It is understood that the Indian office is likely to take a new departure in its recommendations for appropriations by Congress for support of Indians. The plan will probably be to place a lump sum to the credit of the Commissioner of Indian Affairs, to be used at his discretion, in cases where Indians should work for a living or are rendered unable to do so by sickness and in this way force the Indians to be self-sustaining. Dr. Hailman is undoubtedly right in his theory but he must remember the tendencies that are in the very blood of the Indian and must not expect to change the habits of ages until several generations have passed away. This change is a work of time.

THE NEW COUNTY SUPERINTENDENCY LAW.

According to the new law, the trustees in each county will elect a county superintendent on the first Monday in September. The persons so elected will be commissioned and reported to the state superintendent. But as the constitutionality of this law is in question, the present incumbents are not likely to surrender the office till after the supreme court renders its decision. This decision is expected about September 18.

As the new law is binding until the court sets it aside, the state superintendent will be obliged to recognize the new men elected, until the decision is rendered. It is a great pity this decision could not have been obtained earlier. It would have saved much embarrassment.

THE TEACHER'S INSTITUTE.

The institute of to-day is quite different from the institute of fifteen or twenty years ago. Formerly, the work was done principally, if not wholly, by "home talent" and consisted largely in showing "how I conduct a class," or in explaining "infinitives," or "why the divisor is inverted in the division of fractions," or in doing some other purely academic work.

At present, the time is consumed almost wholly in the exposition of educational principles. That the modern institute is a great improvement over the old one will be generally conceded, but that the old one had its merits also must be granted. What is needed is a judicious blending of the two methods. A bare statement of principles is not sufficient especially if the statement be made in technical terms. In every institute there is a large element of young teachers who need to have principles carefully illustrated and applied to the common everyday work of the school room.

The philosophy is just what is needed *provided* it is "hooked on" to the school room work. The teaching of facts is all right *provided* it is done in such a way as to illustrate a method or principle. The present tendency is to make the work too abstract.

TO WHOM DOES A TEACHER'S TIME BELONG?

When a teacher signs a contract to teach a school he is legally and morally bound to give all his time and all his strength to that school, if the interests of the school require it. If a teacher is unusually well prepared and his school work is light, he may find time for "side shows."

The teacher who refuses to spend time out of school hours on school matters "because he is not paid for it" ought not to be a teacher at all. When he accepts a place, he is bound to discharge all the duties of that place, so long as he holds it, without regard to the price agreed upon. A person who contracts to work for a dollar a day is just as much bound to *do his duty* as he who gets \$5 a day.

This does not mean that a person must work all the time directly for

the school. He must have time for rest, he must have time for general reading and for professional study. A person may even write a book if it be along the lines of his school duties. Such work would strengthen rather than weaken him in the discharge of his duties as a teacher.

On the other hand, a teacher has no right to engage in any recreation or in any business that will distract his attention, or take his time and strength which he has sold to the public.

UNIFORM COURSE OF STUDY.

The State Manual and uniform course of study for the elementary and high schools of the state has been issued. By resolution the revision was referred to the State Superintendent and the work was well done. Supt. Geeting and his able deputy, Mr. Cotton, gave much time and thought to this revision and the improvements are marked.

While a course of study, and a good one, has been outlined, the teacher is not expected to follow it blindly. The manual itself says:

"The course of study is made for the pupil and not the pupil for the course of study. * * * * Many teachers act as if they did not believe this statement." The teacher is urged to use his common sense in regard to individual pupils and exceptional cases.

The discussions of the subjects in the course of study and the comprehensive outlines are certainly all that could be expected in their line. Were it not for the fact that the manual is to go into the hands of every teacher, the JOURNAL would be disposed to reprint large sections of it. Under the circumstances it will content itself by reproducing Supt. Geeting's little "sermon":

"A LITTLE MORE SUNSHINE."

"In the grand economy of Nature, there is always more of the beautiful than of the disagreeable; more of pleasure than of pain; more of the warblings of birds than the bellowing of thunders; more of the fruitful, flowery hills and fields than of arid wastes or rocky desolation; more of things useful than of things baneful; more of light than of darkness; more of life than of death.

"Kindness, pity, charity, love, are the essentials of revealed religion. Our modern civilization, in all its forms of worship, recognizes the eternal love of the Godhead. The Sun of Righteousness is ever rising, sending healing and blessing and peace upon all that believe.

"The extent of the recognition of this principle of universal love in a community is a measure of its progress, its advancement beyond the heathen world. With them the two principles of good and evil are ever in conflict. Because the evil is feared, it must be propitiated by sacrifice in many and various ways. With us, the conflict is recognized; but the desire for good is greater than the fear of the evil. The result is the multiplication of all forms of benevolence for the relief of sickness, suffering and want. The lightnings of Sinai are less potent than the simple statements of the Beatitudes. The wish to reform a

criminal is, in many cases, greater than the desire to punish him. He is imprisoned, but he is taught to read right, to live right, to work right. If failure does frequently follow these efforts, the intention, nevertheless, is good and we cannot do otherwise than give it praise.

"And in all our intercourse with our fellow-men, kindness and patience are far more effectual in producing desired results than rudeness and surliness. The sunshine is far more potent than the storm.

"In the school room, that discipline which is born of sunbeams is better, is more effectual, is more commendable, than that which is the result of brute force, either of will or muscle.

"A little more sunshine—few rules, much heart, few clouds, much of the *suaviter in modo* in front, with the *fortiter in re* in reserve—is what we all want in our school rooms.

"There are teachers who can govern with the full blaze of the noon sunshine. Ivy surrounds them; blessings attend their footsteps. They are welcomed when they come, admired and respected where they stay, remembered when they go. With them and by them is continual sunshine and teaching and studying alike become pleasures that are long remembered."

THE NEW LAW.

To the Editor of the Indiana School Journal:—It is thought that the proper way to destroy the evil of drinking, and thereby change the social complexion, is to impress upon the minds of our school children the effect alcohol has upon the human body. Will this bring about the desired end? Will the next generation, after having received the prescribed instructions, no longer tamper with alcohol? Will saloons and saloon-goers be no more?

It is hoped that the result will prove beneficial, that society will be bettered and that the standard of common morals will be raised to a much higher plane. We wish this well intended movement great success; but we hold that the benefits derived from it will not be far-reaching.

The physiologies will soon be revised and then the work will begin in earnest. The result, of course, can be conjectured, only, at present and not until it has been actually tried for a generation, will the success or failure of the movement be positively established. The law specifies that, in the contemplated revision, twenty pages shall be devoted to this particular subject. Here lies all the inconsistency. Is it not absurd to suppose that any student with twenty pages of instruction on this subject will never in all the future years be tempted to indulge in that useless and destructive habit—drinking? We believe that to teach this subject, as the law prescribes, is to lead the boy into the very thing into which they desire not to lead him. Therefore the revision will cause a useless expenditure of money. We believe that there are other methods by which more lasting results could be reached.

We believe that it should be the purpose of every school teacher to show his pupils, as best he can, the incalculable value of right living.

We believe moral instruction is far superior to physiological instruction and for that reason, is it not the duty of every parent and teacher to show the child the virtues of morality? We believe that the right kind of an education will practically settle this great question. Some may say "all persons cannot receive an education." It is true many are mentally disqualified; but nearly all, however, are conscious of right and wrong.

Physicians understand best the effects of alcohol on the human system. Do any of these men drink? We believe that if you tell a school boy not to drink, drink he will.

Therefore in the school room, it seems that the teacher should not be too wise. He should show the child the ways of morality and lead him perhaps better if led unconsciously—in the paths of right action and right thinking. Children should be shown that they have a mission here to fulfill and that they are of some value to themselves and to society. They should be shown that the success or failure of all their efforts to overcome the obstacles which confront them depends largely upon their estimates of themselves. In other words, teach them self-reliance and place them upon a firmer foundation year by year and give them better ideas of what life means and of the importance of right living and right thinking. We hope that the success of this new law may prove immeasurable, but we believe that it will result, practically, in a failure. The dream is a fair one, but it seems only a dream.

ROY BLUE.

Kennelslaer, Ind.

SHALL THE ELECTION BE ANNUAL?

The Indianapolis school board is now engaged in a contest as to whether or not it will change its rule in regard to electing a superintendent whether it will elect that officer for five years instead of one. The principle of electing for more than one year is certainly right. As school boards are constituted, any board in the state might properly elect for two years and several of them have already done this. As the Indianapolis board is larger and does not change so frequently, it might properly elect for a longer time. Cleveland, Ohio, which is now the ideal school city of the country, elects its superintendent "during good behavior." College presidents and generally college professors are elected on the same terms. THE JOURNAL heartily endorses the idea of electing for a term of years, if not for an indefinite time, and would extend the same privilege to teachers after they have had experience and proved their success.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN JULY.

SCIENCE OF EDUCATION.—1. Describe the education of ancient Egypt, China, India, Persia, or Judea.

2. Describe the education of ancient Greece or Rome.
3. State some of the influences on educational ideals and practices which christianity has had.
4. Select some one of the leading nations of the modern world and describe its education.
5. Name five great educational leaders in the epochs of the world's history. Give your reasons for the selections made. *(Any three.)*

READING.—

My fairest child, I have no song to give you,
 No lark could pipe to skies so dull and gray;
 Yet, ere we part, one lesson I can leave you
 For every day.

Be good sweet maid, and let who will be clever;
 Do noble things, not dream them, all day long,
 And so make life, death and that vast forever
 One grand, sweet song.

—*Charles Kingsley's Farewell.*

1. What is the thought of the author in saying, "No lark could pipe to skies so dull and gray?"
2. What is meant by clever? Dream? All day long? One grand, sweet song?
3. What do you mean by measure in poetry? Illustrate with four lines of this selection.
4. In what respect is "good oral reading an accomplishment quite distinct from the art of the elocutionist?"
5. What means would you employ to overcome defective articulation on the part of your pupils.
6. How would you prevent "sing-song tones" in reading poetry?
7. When do analysis and simplification of reading lessons become harmful rather than helpful to our pupils?
8. Read a selection to county superintendent.

GRAMMAR.—1. Write a sentence using a proper, a cardinal and a qualifying adjective. How are adjectives compared? Illustrate.

2. Select participles and tell how each is used: We receive knowledge by studying diligently. The horse seemed frightened. We receive good by doing good. Van Twiller sat in a huge chair of solid oak, hewn in the celebrated forest of the Hague. The cackling of geese saved Rome.

3. Analyze: The woods against the stormy sky their giant branches tossed.

4. How do you determine what part of speech a word is? Use the word *lost* as three different parts of speech.

5. Change the following compound sentence into a complex sentence—change it into a simple sentence: Save a competence in youth and you will have, in all probability, a subsistence in old age.

6-10. Write not less than forty lines on the Teaching of Esthetics in the School Room. Compositions graded on development of subject,

grammatical construction, spelling, punctuation, penmanship and diction.

HISTORY.—1. What causes led the Pilgrims to seek a home in the New World? Describe briefly their experience during the first five years after their arrival.

2. During what war did Braddock's defeat occur? Why was he defeated? Where?

3. Name three leading Federalists and three anti-Federalists, and state briefly the views of each.

4. What effects locally and on foreign nations had the first battle of Bull Run?

5. The Union victories of Vicksburg and Port Hudson gave the North what advantage? Who were the leading generals in these battles?

6. What is meant by the "Franking Privilege?" Why was the law granting it revised and to what extent? *(Any five.)*

GEOGRAPHY.—1. Bound Venezuela, and give its exports.

2. Name the chief gold and the chief silver producing countries of the world.

3. What can you say of the plant and animal life of the tropical regions?

4. Describe the process of irrigation.

5. Give the name and location of the principal rivers and cities of the Chinese empire.

6. How would you lead a class to see the relation between the plant and animal life of a country?

7. Give location of the following and state some important fact in connection with each: Corea, Cuba, Formosa, Corinth and Vesuvius.

8. Discuss the relation of rivers to the development of a country. Discussion to contain not less than one hundred words.

(Answer any six, not omitting the eighth.)

ARITHMETIC.—

1. Reduce $\frac{(\frac{3}{4} + 5\% \text{ of } 12) 9}{.0001 + \frac{1}{4}}$ to a mixed number.

2. If by selling an article for \$9.50, I lose 5%, for how much should I have sold it to gain 5%?

3. If ten yards of muslin, $1\frac{1}{4}$ yards wide, cost \$1 30, what is the cost of 12 yards, $1\frac{1}{8}$ yards wide?

4. $\frac{1}{2}$ of a number + 5% of the same number = 25; find the number.

5. Define *per cent.*; illustrate. Define proportion; define a geometrical progression. Write five terms of such a progression.

6. Find cost of papering a room, 24 feet long, 21 feet wide, 12 feet high, at 25 cents a roll, 12 yards long and 21 inches wide.

7. A man travels until his watch is 1 hour, 5 minutes, 16 seconds slow. Does he travel east or west, and how many degrees has he gone?

8. Describe a method of teaching longitude and time.

9. A farm hand, who works "on shares," receives from one farmer an offer of 7 bushels of corn out of every 16 bushels raised, another

offers him 2 out of every 5, another 5 out of 12. Which is the best offer? How much?

10. A man at his marriage agreed that if, at his death, he should leave only a daughter, his wife should have $\frac{3}{4}$ of his estate; if he should leave only a son, she should have $\frac{1}{4}$. He left a son and a daughter. What fractional part of the estate should each receive, and how much was each one's portion, if the estate was worth \$6,591?

RUSKIN'S ESSAYS.—1. What does Ruskin consider the highest knowledge?

2. State briefly what Ruskin says about education.

2. Give Ruskin's views on the nature and use of riches.

4. "None idle but the dead." Give Ruskin's discussion of this thought.

5. What reasons does Ruskin give for writing about things for which his readers little cared, in words which they could not readily understand?

PHYSIOLOGY.—1. How may the use of the compound microscope be made profitable in the teaching of physiology?

2. Describe the appearance of the amoeba under the lens of the microscope. What has its study to do with the study of physiology?

3. Describe a bone—the femur, for example—as it appears to the unaided eye and then in sections under the microscope.

4. Describe briefly and state the relations existing between a nerve, a nerve fibre, a nerve cell and a nerve ganglion.

5. What is the function of the nervous system in general?

(Any four.)

"SCIENTIFIC TEMPERANCE."—1. What is alcohol? How obtained?

2. Given in small doses, what is its effect on the general circulation? On the digestion?

3. What becomes of the alcohol not consumed by the tissues?

4. Is alcohol a preventive of disease? Illustrate.

5. State some of the evil effects accruing to the individual, physically and mentally, from the continued use of an alcohol stimulant.

ANSWERS TO PRECEDING QUESTIONS.

READING.—1. The author means that environed and conditioned as he is, no one could sing or write in a joyful, cheerful style or way.

2. "Clever" may mean skillful, successful, etc., in management; noted or renowned in learning; a good thinker, etc. "Dream" here means merely to think over our desires and ambitions without making any effort to realize them; to build air-castles. "All day long" means continuously through day after day. "One grand sweet song," here, is a figurative expression indicative of the possible nature of the life made up of the existence on earth and that in heaven, combined with the ideas that we never die and that we spend our earthly pilgrimage wholly in kindness and nobleness.

3. Measure, in poetry, means meter, a specific rhythmic arrange-

ment of words so that the accented words will occur in accordance with some regular law; as

My | *fair* | est *child* | I have | no *song* | to give | you,
 No *lark* | could *pipe* | to *skies* | so *dull* | and *gray*;
 Yet, *ere* | we *part*, | one *les* | son *I* | can leave | you
 For *ev'* | ry *day*.

4. We do not understand that it is so. Correct oral reading is true elocution. The latter is the broader term and covers oral expression with or without the aid of the book and includes gestures and facial expression; but both of these are sometimes used by the elocutionist, though reciting (reading) directly from the book.

There is a kind of so-called elocution which is quite distinct from good oral reading, but from which we hope to escape as often as possible. Its great defect is the extreme of unnaturalness in which are peculiar circumflex tones, much foolish gesture and silly affectation *ad nauseam*.

5. They should be carefully practiced on graded exercises. These should not fail to contain all the difficult sounds of the consonants single or combined. Each pupil should be required to utter every sound clearly and distinctly; a labored, prolonged pronunciation should be avoided; errors must not be allowed to pass uncorrected; and special difficulties should be thoroughly practiced singly until entirely overcome.

6. Fundamentally, "sing-song tones" in reading poetry, or any wrong tone in reading any kind of literature can be prevented by getting so interested in ferreting out the exact thought that the oral expression will instinctively be natural. If there is rhyme let it have no special attention, but let the whole effort and interest of the pupil be led to the natural expression of the thought. A device that is helpful is to write a stanza of poetry in the form of a paragraph of prose, and then give the oral expression.

7. When analysis is made so intricate or used so frequently that the pupil tires or is led away from the true purpose of the lesson; by such analysis the pupil may be deprived of self-activity or investigation. Simplification is harmful at any time; presuming that the book and the pupil are consistent with the grade, the pupil should not have the lesson simplified for him; and aided by the questions and directions of the teacher, the pupil should work out most of the analysis himself.

SCIENCE OF EDUCATION.—(References to Compayre's History of Pedagogy).—1. For Egypt, see page 14; China, p. 11, 12, 13; India, p. 5 and 6; Persia, p. 14; Judea, p. 6 to 11 inclusive.

2. See page 41 and 42 and 59 and 60.

3. See page 81 and 82. Read all of chapter IV.

4. See Vol. 1, Report of the Commissioner of Education, 1891-'92, for brief views of the educational systems of France, Great Britain and Switzerland, etc.

5. Aristotle was possessed of vast attainments, extensive knowledge, practical genius; saw clearly into pedagogical questions, etc. (See Compayre, p. 36, 37.)

Socrates was possessed of the genius of interrogation and of a wonderful power of reasoning. (See p. 22, 23.)

S.: Jerome's educational reputation was based on his letters on the education of girls. See page 64, 71.

Rabelais.—His "pedagogy is the first appearance of what may be called *realism* in instruction in distinction from the scholastic *formalism*. (p. 91, 92, 93, etc.)

Plato, an idealist. He insisted that statesmen and magistrates must be philosophers; that men and women must both become gymnasts; that music should have the highest place in education, etc. (See p. 27.)

GRAMMAR.—1. Two large American bears were in the cage. (See Text-book.)

2. "Studying" is a participle used as a noun, the object of the preposition "by;" "frightened" is a participle used as a predicate adjective relating to the subject "horse;" "doing" is a participle used as a noun, the object of the preposition "by;" "hewn" is a participle used as an adjective modifying "oak"; "cackling" is not a participle but a participial noun.

3. Arranged in natural order the sentence reads, "The woods tossed their giant branches against the stormy sky." The sentence presents no difficulties.

4. By its use. As an adjective—A *lost* child; as a verb—He *lost* money; as a noun—The *lost* is found; or—*lost* is a word of four letters.

5. (a) If you save a competence in youth, you will have, etc.; (b) By saving a competence in youth, you will have, etc.

U. S. HISTORY.—1. For causes see paragraph 71 of text-book. During the first winter they suffered many hardships and about half their number died, among whom was Governor Carver, but they were determined to stay; so they organized a pure democracy for their government, made a lasting treaty with the Wampanoags, and worked and prayed with such zeal and earnestness that prospects constantly grew better. For some years food was scarce but in time each settler worked for himself and better harvests resulted. (See page 80 of text-book.)

2. See text-book, paragraph 141.

3. Leading Federalists were Alexander Hamilton, John Adams, John Jay, Roger Sherman, Fisher Ames, Rufus King, John Marshall, Robt. Morris, Oliver Ellsworth, C. C. Pinckney, Gouverneur Morris, Nicholas Gilman, Benjamin Franklin, etc. They believed in national sovereignty, that the government is a union and that our constitution should be interpreted broadly, liberally; "that the power of the individual states should be greatly limited, and that of the central government correspondingly increased." Generally, they were favorable to a protective tariff and to a national bank.

Leading Anti-Federalists were Thomas Jefferson, Patrick Henry, Albert Gallatin, George Clinton, R. H. Lee, James Monroe, John Hancock, Ellbridge Gerry. Samuel Adams, George Mason, Edmund Ran-

dolph, John Randolph, Aaron Burr, etc. They believed that the power of the National Government should be greatly limited and that of the states should be correspondingly increased; that the constitution should be interpreted very strictly. Generally, they were unfavorable to a protective tariff and to a national bank; they believed that the actions of the Federalists tended towards monarchy and effected the adoption of the first ten amendments to the constitution, constituting a kind of "bill of rights."

4. (See Mont. Hist., paragraph 324.) The national government was aroused to a more vigorous effort. The people were impressed with the fact that our army was not invincible and that the enemy was vigorous. A wonderful uprising occurred and thousands at once enlisted for three years or the war. The Confederacy was led to an ill-grounded confidence that the war was over, or soon would be, and many of the southern soldiers went home. "The confederate army was more disorganized by victory than the United States by defeat."

By foreign nations "the ruin of the Republic was regarded as accomplished." All over Europe it was the opinion that the war would end within a year and that there would be two governments here instead of one. "With the exception of Russia, the European governments directly and indirectly favored the South as far as was practical with a professed neutrality. This was especially the case with England and France."

5. These victories gave the North the unrestricted navigation of the Mississippi river. In the capture of Vicksburg, the opposing generals were Grant and Pemberton. In the capture of Port Hudson, the opposing generals were Banks and Gardner.

6. The "Franking Privilege" was a privilege of sending any mailable matter free and was accorded to members of congress and to many of the government officials. It was so grossly abused that in 1873 the law was revised so that only publications authorized by congress and communications on strictly official business of the government departments could be so sent. Instead of this privilege, each congressman was allowed a certain amount for postage.

GEOGRAPHY.—1. The exports are coffee, hides, meat, tallow, cocoa, cotton, sugar, and dye-woods.

2. They are the United States, Australasia, Africa and Russia for gold; and the United States, Mexico, Australasia and Bolivia for silver.

3. See text-book.

4. The water supply may be in reservoirs built on elevations; in mountain lakes; in rivers; etc. It is led to the fields by canals or ditches. The supply may be regulated by gates or cut-offs. The field to be irrigated is generally made into beds or ridges; or into a network of ditches. (See cyclopedia on "Irrigation.")

5. By the examination, investigation and comparison of the plant and the animal life of several countries, to such an extent as to lead to the discovery of *relation*. The rich prairies of grass in the west were certainly adapted to the existence of the buffalo, the deer, etc. The

shoots and leaves of shrubs and trees and the lichens in the northern latitudes are excellent food for the reindeer; here, also, the beaver finds suitable food in the various hardy berries and certain leaves. All along the slopes of mountains up to the snow-line are found plants adapted to the sustenance of many animals whose home is on the mountain side. The large, dense, thrifty vegetation of the torrid zone is admirably adapted to the support and to the habits of life of many animals found there, such as the elephant, giraffe, tiger, antelope, buffalo, etc.; in size especially are the animals here, analogous to the vegetation.

7. Corea, a peninsula of China; it is now dependent upon Japan in some minor relations, though nominally, it is independent. Cuba, a well-known island near the southern end of Florida; it belongs to Spain, yet is now the scene of an extensive revolution. Formosa, an island off the coast of China, and now the property of Japan, to which country it was lately ceded by China, at the close of the recent war between them. Corinto is the port of Nicaragua, that Great Britain recently seized for the purpose of collecting indemnity claimed for the subjects who had suffered at the hands of the Nicaraguan government during the Mosquito coast troubles.

8. The river is nature's highway of travel and commerce. Long before man can construct any highway of his own, the river affords a certain and safe transportation for many miles. All along the banks of the main stream and of the tributaries, the settlers build their homes and begin the development of the country. The water power afforded by the rivers is also a contributing element.

When towns arise, diversity of interests and wants brings about regular travel back and forth between points. Thus travel and trade induce more settlers to come and gradually the area of settlement increases, until for miles back from the river banks may be seen homes and farms. As the population increases, we find large and thriving cities situated at the favorable points along the rivers.

ARITHMETIC.—1. The answer is $280\frac{11}{100}\%$.

2. 95 per cent. = \$9.50; then 100 per cent. = \$10.00; 5 per cent. of \$10 = \$.50; \$10 + \$.50 = \$10.50. Or, $\$9.50 \times \frac{100}{95} \times \frac{100}{100} = \10.50 , answer.

3. Answer, \$1.404.

4. $\frac{1}{2}n + \frac{1}{4}n = \frac{1}{4}n = 25$; therefore $n = 100$, answer.

6. $24 + 24 + 21 + 21 = 90$; $90 \times 12 = 1080$, number of square feet in walls; $24 \times 21 = 504$, number of square feet in ceiling; total, 1584 ; $36 \times 1\frac{1}{4} = 63$, number of square feet each roll will cover; $1584 \div 63 = 25\frac{1}{3}$, the number of rolls needed; 26 rolls would have to be purchased, costing 26 times 25 cents, or \$6.50.

7. He travels eastward and has gone $16^\circ 19'$.

8. By means of a globe and some object to represent the sun, together with a few drawings on the blackboard representing the earth in different positions. With the aid of points and lines on the globe, the pupils can be readily taught the idea of longitude. With the aid of the rotation of the globe and some object to represent the sun, the

ideas of difference of time and its correspondence to difference in longitude may also be readily taught.

9. $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{3}$ may be changed to $\frac{1}{10}$, $\frac{2}{10}$, $\frac{1}{10}$; the first offer is better than the second by $\frac{1}{10}$, or $\frac{2}{3}$ of the second; and it is better than the third by the amount of $\frac{1}{10}$, or $\frac{1}{10}$ of the third.

10. This problem is not definitely workable. Perhaps the interpretation intended by the proposer was to divide the money in that proportion which will nearest carry out the ideas of that agreement. By the first statement the wife should get three times the share of the daughter, by the second the son should get three times the share of the wife. By such conditions, if x = daughter's share, $3x$ = wife's share, and $9x$ = son's share; all together $13x = 6591$, or $x = 507$, $3x = 1521$, and $9x = 4563$; $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{1}{3}$ are the fractional parts the daughter, wife and son would receive respectively. (A prominent lawyer to whom this problem was given says that legally each would receive $\frac{1}{3}$.)

RUSKIN'S ESSAYS.—1. Briefly, to know how to live. (See pages 220 and 438.)

2. Riches should be used for public utility; for the bettering of the condition of the human family, by purifying the air, the water, the earth—the things essential to life; by perfecting arrangements for living a humble, busy, happy life; and for a gradual instilling into the hearts of the people a love of the simple, the noble, the beautiful.

Ruskin speaks of riches as a chronic abstraction from other people's savings; also, he says, "Whenever I examine into these possessions, I find they melt into one or another form of future taxation and that I am always sitting at the receipt of custom."

4. See pages 253 and 254.

5. See pages 255 and 256.

PHYSIOLOGY.—1. Many things are more clearly and vividly understood in the study of the human body, by having a thorough knowledge of the many different kinds of cells which compose it. This cannot be acquired without the aid of a powerful microscope. This instrument also aids very much in the study of the blood and its circulation; in the study of the tissues; in the investigation of the various secretive processes, etc.

2. An amoeba is the lowest extreme in the scale of animal life. See page 32 of text-book for appearance and what its study has to do with the study of physiology. Its processes are the same as those in higher animals though not so marked. By studying this little animal and others in the series connecting the simplest with the highest, one is enabled to understand thoroughly the physiological division of labor that becomes manifest as you approach the higher types. (See page 33 and 34.)

3. To the unaided eye the femur appears to be a long shaft connecting two enlarged cartilage-tipped extremities. (See page 57 in text-book for the second point.)

4. A nerve center consists of a bundle of nerve-fibres. A nerve

fibre is made up of a core of protoplasm, surrounded usually by two coats—a medullary sheath around the core (axis cylinder), and an outside sheath called the primitive sheath. (216, 217.) A nerve cell (p 215.) A ganglion is a group of nerve cells. (See page 217.)

5. The nerve system in general presides over, animates, and regulates the actions, powers and processes of the human body.

SCIENTIFIC TEMPERANCE.—1. Alcohol is a volatile, inflammable, colorless liquid of a penetrating odor and burning taste, found diluted in fermented sugar or starchy substances, from which it is obtained by repeated rectification; it is the intoxicating principle of wines and liquors.

2. Small doses tend to quicken the digestion and circulation. Some times such doses quicken feeble digestion. (John C. Cutter.)

3. The alcohol not consumed by the tissues is eliminated by the kidneys, the skin and the lungs.

4. On this point authorities differ. John C. Cutter says, "There are conditions, not quite diseased conditions, which are improved by the temporary use of a little alcohol. After exposure or great exertion the shelter having been reached, a small amount of alcohol or spirits in hot water is often beneficial."

For wounds from poisonous serpents, much whiskey is given as a preventive from exhaustion of nerve force. Some claim whiskey to be not only a cure for "milk-sickness" or "trembles," but a preventive of the same. Other authorities claim that whiskey is neither a cure nor a preventive in any case.

5. The continued use of an alcohol stimulant interferes markedly with all free combined movements such as surgical operations, delicate mechanical manipulations, etc., induces changes in the walls of the stomach of a hardening, thickening, puckering nature; interferes with the processes of secretion, and in time, chronic indigestion is established; it induces a deterioration of the entire nervous system, and hence weakens the powers of the mind; it destroys the will-power and thus the power to resist the craving for intoxicants grows feeble.

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Indiana. They should be received by us by the 18th. Be prompt.]

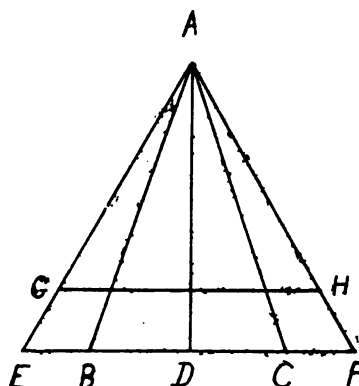
SOLUTIONS.

No. 82. $\frac{3}{4} (120^2 \times .7854) + \frac{1}{4} (40^2 \times .7854) + \frac{1}{4} (20^2 \times .7854) = 8875.02$, number of square feet. (John Morrow, Charlestown, Ind.)

No. 83. Let x —part B traveled; then $x+30$ —part A traveled; $\frac{x}{4}$ —A's rate; $\frac{x+30}{9}$ —B's rate. $(x+30) + \frac{x}{4} = x + \frac{x+30}{9}$; or, $\frac{4x+120}{x} = \frac{9x}{x+30}$, from which $x = 60$; then $x+30 = 90$; $60+90 = 150$, distance between A and B. (J. A. Mitchell, Cicero, Ind.)

[Page 337, Ex. 125.] 10% — cash in drawer; 10% of 10% = 1%, amount paid out; but, twice this much, or 2%, was paid in; 10% — 1% + 2% = 11% = \$5500; 100% = \$50,000.

FROM WENTWORTH'S PLANE GEOMETRY.—[Page 208, Ex. 359.]



Let ABC be the triangle. Make

DAE and DAF each equal to 30°.

Find mean proportional between

EF and BC (see page 170) and with

it mark off AG and AH. Draw GH.

AGH is the triangle required.

For, $AEF : AGH :: AE^2 : AG^2$ (Page 188)

$AEF : AGH :: EF^2 : EF \times BC$

$AEF : AGH :: EF : BC$

$AEF : AGH :: AEF : ABC$ (Page 195, Cor. 2).

In the last proportion, the 1st and the 3rd term are identical; therefore, we may assert that the 2nd term and the 4th term are equivalent, and AGH is equivalent to ABC.

ANSWERS TO QUERIES.

[August JOURNAL, Query 1.] The years 100, 200 and 300 A. D. were leap years by the Julian rule of intercalation, adopted 46 B. C. and retained until 1582 A. D., when the error was found to be about 10 days, having accumulated at the rate of three days in 400 years. At this time, (1582) Pope Gregory ordered the intercalations to be omitted on all centenary years, excepting those which are multiples of 400, which method reduces the errors to a very small amount, but a rule absolutely accurate cannot be devised. The Julian rule was to add one day every four years.

No. 2. (Complete Arithmetic, page 284, example 51.) In the following solution there is no guess work:

Average price $180 + 20 = 9$,

Actual prices : 19 (10 above);

7 (2 below);

6 (3 below);

To preserve the average, we must choose those quantities of each which will aggregate as much above the average as below. The foregoing shows that *one* stove of each kind results in 10 *above* and 5 *below*.

To secure 10 *below* (two 5's) take *two* stoves of each of the cheaper kinds; then,

1 stove at 19 gives 10 above;
 2 stoves at 7 give 4 below,
 2 stoves at 6 give 6 below, } 10 below.

5 stoves at 45 give 9 average, and 20 stoves would necessitate four "blocks of five" similar to this one, or 4 at 19, 8 at 7, and 8 at 6.

No. 3. This is left wholly to the discretion or pleasure of the parties concerned.

QUERIES.

4. He is in fault. Is "in fault" an adverbial or an adjective element? (QUIZ, Bloomington.)

5. Can a verb have after it a direct object and a predicate nominative at the same time? (ID.)

6. Where can I find the poem entitled, "My Ships?" (SUBSCRIBER.)

7. How should the infinitives in the following be parsed: "If thine enemy be hungry give him bread to eat; if he be thirsty give him water to drink." (INQUIRER, Madison, Ind.)

8. Can the nine digits be so arranged as to form a perfect square? (MATHEMATICUS.)

PROBLEMS FOR SOLUTION.

87. A man died at Pekin (long. $116^{\circ} 28' 54''$ E.) at 10:30 A. M., Tuesday, Jan. 1, 1895; the news having been instantly telegraphed to San Francisco (long. $122^{\circ} 26' 15''$) when was it received there?

(F. L. COWGER, Battle Ground, Ind.)

88. A man who receives \$3018 interest from a certain amount of 3 per cent. stock, sells out and so realizes \$90037; at what price is stock selling?

89. From a point within an equilateral triangle, given three straight lines drawn to vertices to determine the triangle. (JUNIUS.)

90. A tree 60 ft. high breaks, the top striking a stub 32 ft. high. The part broken off produced will meet the ground 40 ft. from the base of the stump. What is the length of the part broken off?

(CORA R. WEEKS, Edon, O.)

91. A barn 20 feet by 30 feet stands in a pasture. A cow is tied to one corner by a rope 100 feet long. What is the area of the land over which she can graze?

(J. C. BOLDT, Frankfort, O.)

92. Required the number of acres in a tract of land that will equal the number of rails required to fence it, the fence to be ten rails high and two panels to the rod.

(E. E. NEEL, Perrysville, Ind.)

THE Warren County teachers were highly pleased this year with the work done in their institute by A. W. Moore, of Chicago University and Miss Belle Thomas, of the Cook county normal school. Superintendent Sailor was to blame for it.

MISCELLANY.

A CRITICISM OF THE STATE BOARD QUESTIONS.

A reader of the JOURNAL sends a criticism on the state board questions. The state board will certainly not object to any fair criticisms of any of its public work. We cannot make room for the criticisms in full, but we repeat some of the questions criticised. They were used in July.

Describe the education of ancient Egypt, China, India, Persia, or Judea.

Describe the education of ancient Greece or Rome.

State some of the influences on educational ideas and practices which christianity has had.

Select some one of the leading nations of the modern world and describe its education.

Name five great educational leaders in the epochs of the world's history. Give your reasons for the selections made.

Write not less than forty lines on the teaching of esthetics in the school room. Compositions graded on development of subject, grammatical construction, spelling, punctuation, penmanship and diction.

Name three leading Federalists and three anti-Federalists, and state briefly the views of each.

How may the use of the compound microscope be made profitable in the teaching of physiology?

The writer insists that the above questions are technical and unfair to the average teacher. He insists that the members of the Board could not answer them themselves without "special preparation." He closes as follows:—

"The real success of Indiana's school system is in spite of a vast deal of folly like the above. The sooner the State Board appreciates the fact that such examinations are absurd and useless, the better it will be for the schools. If the purpose is to reduce the list of licensed teachers, it may serve; but if its purpose is to find out the real fitness of applicants for the instruction of the young it is a failure."

BLOOMINGDALE'S SEMI-CENTENNIAL.

The semi-centennial celebration of Bloomington Academy closed August 2nd. It was the largest gathering of old students, graduates and professors ever assembled in this place, there being fully one thousand present. Enoch Morris, president of the academy board, was chairman during all the sessions. The opening exercises, Thursday night, were conducted by Mrs. L. N. Hobbs, Misses Cora Mehurin, Anna and Emma Maddock. Then followed the address by Rev. Francis C. Woodard, of Kokomo. Jas. E. Elder rendered two piano solos, assisted in other numbers by the Coloma Quartet.

On Friday morning at 10 o'clock, two thousand people had gathered about the academy building to take part in this fiftieth anniversary.

There were three present who had been at the academy on its opening morning in 1845, when called the Western Manual Labor School, under Harvey Thomas, the founder.

After the reading of telegrams and letters of regret, Emily Coleman read the alumni journal. Ida M. Mendenhall followed with an original poem. An address was delivered by Prof. Frank Hunt, of Pendleton, and Rev. Zimri Morris, of Rockville, told of personal recollections of Dr. B. C. Hobbs. Miss Cora Gillman, of Sylvania, was vocal soloist.

The most interesting exercise of the day was the old-time, rough and tumble foot-ball game in which Hon. Joseph G. Cannon, of Danville, Ill., and Hon. Albert O. Adams, of Rockville, were conspicuous and in which they both vindicated their former reputation at this favorite sport.

The afternoon address was delivered by Prof. W. N. Trueblood, of Earlham College, Richmond. Following this were many short speeches delivered by old academy graduates, among whom were Hon. Joseph Cannon, Hon. Robt. Harrison, of Lebanon, Prof. Elwood Kemp, of the State Normal, John Osborne, of Sylvania, Jesse Connelly, of Rockville, and many others.

The day closed with a social and band concert by the Bloomingdale Cornet Band, led by Omer Goldsberry, at Overman Hall, at 8 o'clock.

THE NATIONAL HERBART SOCIETY.

The National Herbart Society for the Scientific Study of Education was organized in Denver at the last meeting of the N. E. A. Its purpose is to study, investigate and discuss important problems in education. Its members do not subscribe strictly to the doctrines of any one leader but seek for fair and thorough discussion. Some of the members are strongly tinctured with the educational doctrines of Herbart, others are not and it is right to expect an honest search for truth. An executive council of nine members has control of the society's work. They are as follows:

President Charles De Garmo, Swarthmore College, President;
Dr. Nicholas Murray Butler, Columbia College;
Prof. John Dewey, University of Chicago;
Prof. Wilbur S. Jackman, Cook County Normal School;
Prof. Elmer E. Brown, University of California;
Dr. Frank McMurry, University of Buffalo;
Dr. Levi Seeley, State Normal School, Trenton, N. J.;
Dr. C. C. Van Liew, State Normal University, Ill.;
Dr. Charles A. McMurry, Normal, Ill., Secretary.

This society was organized for the aggressive discussion and spread of the best educational doctrines and it desires to draw into its regular membership all teachers, students of education, and parents who wish to keep abreast of the best thought and discussion. It publishes a year book six weeks before the N. E. A. meeting, which contains two or more complete monographs on important topics, carefully worked out by specialists in educational fields. The year book is sent free to

all regular members. In addition to the year book the society, through the secretary, will send free to each member one or more additional pamphlets during the year. Regular yearly membership in the society may be secured by the payment of a one dollar fee which should be sent to the secretary at Normal, Ill. A plan has been formed for the organization of local clubs of those wishing to study and discuss the year book and other literature supplied by the society. When four or more members wish to form a local club the membership fee is fixed at seventy-five cents for each person. They will then elect a chairman, who will conduct the correspondence, send for books, etc., for the club.

The first year book was published before the Denver meeting and was discussed at that time. Those wishing to become members of this society, either singly or in clubs, should send the membership fee to the secretary at Normal, Ill. Copies of the first year book will be sent to any address for fifty cents each. CHARLES A. McMURRY, Sec.

RECEPTION AT ANGOLA.

Doubtless there are some readers of the Indiana School JOURNAL who have, at some time or other, been students of the Tri-State Normal and are, therefore, interested in the doings of College Hill. For their benefit we have asked permission of the editor to mention one of the most delightful occasions in the history of the institution—the reception given the seniors by the juniors on the evening of July 26, '95.

For three years the seniors have been honored in this way. It is a beautiful custom and one of which the T. S. N. C. is justly proud.

With a well arranged programme, games and refreshments the evening was spent most pleasantly and profitably.

This reception is the great event of the year—great because of its significance, and it is of this we wish to speak especially. It shows that while the two classes are able to walk alone, they can also walk together in peace. It shows that there is no necessity for that bitter class feeling so often found in colleges and universities which often manifests itself in the most cruel and heathenish ways. The spirit evinced by this reception is characteristic of the whole school. We are all one, from "prep." to "Prof." We are laboring together, hand to hand, and heart to heart for the betterment of self and the good of humanity. Come and see and know for yourselves. A STUDENT.

THE NORTHERN INDIANA NORMAL SCHOOL.

The twenty-second annual commencement of the Northern Indiana Normal school was held August 15th in the new college auditorium, which has a seating capacity of 3,500 people. Ex-Senator John J. Ingalls, of Kansas, delivered the address and Governor Matthews conferred the degrees. Hundreds of visitors from all parts of northern Indiana were present and many old students from other states. Admission to the exercises could only be had by those holding tickets, and as high as 650 applications were received by mail in one day. The busi-

ness houses and public buildings were decorated and a public reception was given the distinguished guests at the residence of ex-Senator De Forest L. Skinner. The annual banquet of the Alumni Association was given to 640 invited guests.

The average attendance upon Northern Indiana Normal School for past year was 2,565; nearly six thousand different students have been in school during the year. The total number of graduates receiving diplomas was 1,308, divided as follows: Teachers' class, 537; commercial department, 326; phonographic, 134; law, 53; kindergarten, 23; classic class, 34; scientific, 111; pharmacy, 53; music, 14; elocution, 22.

H. B. Brown still remains principal with O. P. Kinzie as associate.

FOUNTAIN COUNTY had some good institute work this year by S. E. Harwood and Miss Eleanor Wells. Superintendent Myers was happy all the week.

BARTHOLOMEW COUNTY.—E. B. Bryan, of Indianapolis, and Paul Monroe did a very acceptable week's work at Columbus. Supt. Wade knows what the teachers want and need.

THE Waterloo high school provides a "teacher's course" and admits non-residents on tuition. H. H. Keep is the enterprising superintendent and Mattie L. Gonser is the high school principal.

MUNCIE now employs sixty four teachers besides three special teachers in music, writing and primary work. W. R. Snyder has been connected with the schools for thirteen years. He is entering upon his ninth year as superintendent.

THE Lima commissioned schools are conducted on advanced principles as indicated in the scheme of study and the suggestions of the superintendent. H. S. Gilhams is the superintendent and L. G. Smeltzly is principal of the high school.

THE REPORT AND MANUAL OF THE ATTICA SCHOOLS FOR 1895-6 is at hand. The discussion on "The Function of the School" and the suggestions on the scheme of study indicate unusual thoughtfulness and deep insight. W. A. Millis is superintendent.

THE State Fair of Indiana will open at Indianapolis, September 16. The prospects for a good fair and a large attendance are said to be remarkably good. For catalogue or particulars address the secretary of the state board of agriculture, Chas. F. Kennedy, at Indianapolis.

THE JOURNAL has heretofore stated that Illinois has decided upon two additional state normal schools. (It already has two.) The one for the western part of the state has been located at Dekalb. The location of the one for the eastern part of the state has been postponed to September 5.

SULLIVAN COUNTY held a successful institute this year with A. T. Reid, Michael Seiler, and A. G. McNabb as principal instructors. Superintendent Wellman has reason to congratulate himself on the general good feeling that prevailed throughout the week. The social on Wednesday evening was a decided success.

THE Harrison county institute this year was the largest in the history of the county and the work was of a high order. The "foreign" worker was Arnold Tompkins. The home talent was highly appreciated. The third annual commencement of the county schools took place on Thursday evening. C. W. Thomas knows how to conduct an institute.

THE mid-summer announcement of Union Christian College, at Merom, indicates that the school is in an excellent condition. Last

year was unusually prosperous and the college will enter upon its thirty-fifth year under the most favorable auspices. It has an able corps of instructors with president, L. J. Aldrich at the head. Address him for catalogue.

PARKE COUNTY held its institute beginning August 12. The work, which was principally done by W. W. Parsons and Mrs. E. T. Campbell, was excellent. The teachers were attentive and expressed themselves much pleased. An oratorical contest took place Thursday evening with eleven township representatives. C. E. Vinzant makes a good superintendent.

HOPE Normal and Business School, located at Hope, will open Sept. 10. The building, which is well adapted to the purposes for which it is to be used has been refitted and put in complete order. It is beautifully located in a large grove of native trees. George W. Thompson, for many years connected with the State Normal School, is to be principal of the normal department. Hundreds of teachers can testify to his ability as a teacher. C. C. Kager will have charge of the business department and is highly commended for his ability as a teacher. The JOURNAL wishes the new school well.

GIBSON COUNTY ranks well educationally. Its last institute was largely attended and the interest was commendable. Geo. F. Bass and Dr. W. T. Stott were the principal instructors. Teachers are paid two-and-a-half times the general average of their license and this makes good wages for most of the teachers. T. W. Cullen has been superintendent for many years.

CLAY COUNTY.—County Superintendent W. H. Chillson devoted half of each day during his institute to instruction in music, in view of having it taught in all his schools. Miss Leila Parr, the instructor, recommended the "Common School Song Reader" which was adopted as the text to be used. Mrs. Sarah Tarney-Campbell was his instructor in methods. Prof. Chillson is always in advance of the times. The institute was largely attended and the interest was excellent.

PERSONAL.

ELZA FINLEY is all right at Cardonia.
D. GILFILLAN is in charge at Ashboro.
JNO. TRAVIS is the best man at Martz.
L. W. GILLAM can be found at Forest.
JNO E. DUNKIN is on top at Eminence.
JAS. RAWLEY is principal at Knightsville.
F. D. CHURCHILL is solid at Oakland City.
O. W. KENNEDY is in charge at Coal City.
FRED MUTCHLER controls at Centre Point.
J. L. CLAUSER is in the saddle at Rossville.
MARY S. AMOS ranks highest at Hillisburg.
JOHN MARTIN is at the head in Sommerville.
GEO. S. PORTER is principal at Pine Village.
WM. ARNETT directs the schools at Staunton.
J. E. GRAHAM is the right man at Butlerville.
R. N. CHAPPELL will hold the reins at Patoka.
JAMES MOORE will direct affairs at Morgantown.
O. T. DUNAGAN takes up his duties at Asherville.
G. B. COFFMAN will hold the reins at Mooresville.

A. L. HIATT controls school matters at Kirklin.

HARRY EVANS will be principal at West Lebanon.

B. F. SIMONSON will keep things quiet at Harmony.

E. JENKINS will keep things in order at Saline City.

G. W. DOTY is the "school director" at Pine Village.

FRANK LONG will direct the growing ideas at Colfax.

A. E. HAZELRIGG is to "wield the birch" at Fairbanks.

K. D. H. REAP is principal of schools at Elizabethtown.

SAMUEL CABLE is the Paragon man and he fills the bill.

HORACE ELLIS will continue in charge at North Vernon.

HIRAM BURTON is principal of the Princeton high school.

J. T. ARTHUR will control the boys and girls at Freedom.

J. M. CAMPBELL will continue in charge at Michigantown.

CARL MINTON will direct the "young ideas" at Ft. Branch.

T. S. PELL will keep the school interests aglow at Carbon.

M. W. DEPUTY will keep things straight at Paris Crossing

JAS. E. DAME can tell you all about the Owensville schools.

C. W. EATON is in the midst of school interests at Centreton.

HARVEY MILBURN is the oracle on school affairs at Hazelton.

C. A. FLOYD will make the boys and girls happy at Hymera.

Cairy Littlejohn and Merom will be inseparable for this year.

R. N. RAILSBACK will cultivate the fallow soil at Farmersburg.

THOMAS E. SANDERS, '95, I. U., is the new principal at Courtland.

JAMES M. TILLY is the man who directs the schools at Clay City.

ANNA LANE, '95 I. U., teaches history in the Tipton high schools.

A. P. FISHER will make a record as author of the Quincy methods.

J. B. MORTSOLF with four assistants will do the work at Mulberry.

NOBLE HARTER, '95, I. U., is the new superintendent at Brookville.

DUDLEY N. VANCE, '95, I. U., goes to Logansport as teacher of science.

E. F. SMITH, '95, I. U., takes charge of the high school at Rising Sun.

WILLIS GARD will direct the school interests at Cory the coming year.

E. O. HOLLAND, '95, I. U., takes the English in the Rensselaer high school.

T. M. PRICE, '95, I. U., has the science work in the Decatur high school.

H. H. JEFFERS can give you information in regard to the schools at Scipio.

W. O. BAKER can answer your questions in regard to the Brooklyn schools.

FRANK H. COLYER, '95, I. U., is the new superintendent at Paoli, Indiana.

JOHN C. FARIS, '95 I. U., takes the presidency of Eminence College, Kentucky.

CHAS. N. PEAK will continue to hold the superintendency at Princeton.

FRANK BRUBECK, of Parke county, is to be principal of the schools at Boswell.

J. J. MITCHELL, '95, I. U., will teach the mathematics in Frankfort high school.

E. P. DODD, '95, I. U., will teach the English in the Bloomington high school.

CLAUDE G. MALOTTE, '95, I. U., takes the science in the Washington high school.

J. A. SCHAFER, A. B. '94 and A. M. '95, I. U., is the new superintendent at Williamsburg.

R. S. PAGE, formerly an Indiana teacher, has been elected superintendent at Freeport, Ill.

S. W. CONBOY, formerly superintendent of Jennings county, has been re-elected at Vernon.

W. O. HIATT is superintendent at Gosport with Emma Stevenson as principal of the high school.

GUY H. FITZGERALD, '95 I. U., takes the chair of science in the normal school at Clarion, Penn.

JOHN M. CULVER, '95, I. U., goes into the Indianapolis high school as teacher of English.

U. S. HANNA, '95, I. U., succeeds Mr. Rettger as instructor in mathematics in Indiana University.

J. W. JOHNSON, a State normal man, has been made principal of the fourth ward school at Kokomo.

W. A. FOX, late superintendent of Noble county, will have charge of the Albion schools the coming year.

JAMES T. VOSHELL, '96, I. U., takes charge of the physics and mathematics in the Bloomington high school.

R. H. RICHARDS is superintendent of schools at Spencer and O. P. Robinson is principal of the high school.

A. L. RATCLIFF, a graduate from Union Christian College, will direct the school interests at New Lebanon.

W. F. GILCHRIST will have charge of the Jonesboro schools and Mrs. Gilchrist will be principal of the high school.

WM. B. CREAGER, '95, I. U., an experienced Indian school man, takes charge of the schools at Phoenix City, Arizona.

A. T. REID, the new superintendent at Sullivan, has moved his family to headquarters and is now ready for action.

O. P. FOREMAN, '95, I. U., a state normal graduate and experienced teacher, is the new high school principal at Rockport.

WILLIS E. TOWER, a State University, graduate has been elected principal of the "Elkhart Institute" located at Elkhart.

S. E. RAINES, for many years superintendent of schools at Sullivan, has resigned in order to take a course at Indiana University.

W. W. BLACK of the class of '93, State normal, is to continue superintendent of the schools at Paris, Ill., at an increased salary.

J. W. GUINRY, the present efficient superintendent of Owen county, will be principal of the Patricksburg schools the coming year.

GEO. W. HOSS, formerly editor of the JOURNAL, is still at the head of "The Western School of Elocution and Oratory" at Wichita, Kan.

ELWOOD ALLEN will continue in charge of the Pendleton schools with H. F. Hunt as principal. A new high school building will soon be completed.

AKNOLD TOMPKINS and Robert J. Aley worked the week beginning Aug. 19 in an institute at Council Bluffs, Iowa. They will do Indiana credit.

W. B. BROWN, the high school principal at Bloomfield, is promoted to the superintendency and E. R. Mason, '95, I. U., takes charge of the high school.

MISS OLIVE BATMAN, an experienced teacher and graduate of the class of '95, Indiana University, will teach English in the Anderson high school.

S. C. HANSON, the author of "Merry Melodies" and several other excellent school music books, will continue in charge of the Williamsport schools.

J. R. STARKEY now enters his eighteenth year as superintendent of the Martinsville schools. Martinsville would not be Martinsville without Suj t. Starkey.

W. B. VAN GORDER, supterintendent of schools at Albion and former superintendent of Noble county, has been elected superintendent of Knightstown schools.

WM. S. PINKERTON, for the past two years instructor in Latin and Greek in the Indiana University, is the new teacher of Latin in the Huntington high school.

L. O. DALE, '95 I. U., formerly superintendent of Wabash county and president of the State Teachers' Association in 1893, takes the superintendency at Hinsdale, Ill.

F. M. LOWE, of Lathrop, Mo., has been elected instructor of natural science in the Evansville high school. He is a graduate of Harvard and comes highly recommended.

MISS ELEANOR WELLS, one of the best primary teachers in Indianapolis, has become quite efficient as an institute instructor. She has six weeks' work this year, one of them at Toledo, O.

THEODORE MEENGES, formerly an Indiana teacher, is now secretary of the American College of Dental Surgery in Chicago. He will be glad to correspond with teachers who wish to become dentists.

N. C. HIERONIMUS, '95, I. U., and a graduate of the state normal, will teach history in the Richmond high school. He recently married Miss Edna Rhine, of Pennville, a member of the class of '95, State Normal.

JOHN B. PEASLEY, ex-superintendent of Cincinnati public schools and ex-auditor of Hamilton county was nominated for Lieutenant-Governor of Ohio by acclamation at recent democratic state convention.

A. H. SHERER and his wife, who have been superintendent and principal of the high school, respectively, at Carthage for the last seven years, have resigned their positions and will spend the coming year in study at Michigan University.

THOMAS NEWLIN, for many years the popular principal of Spiceland Academy, will continue as president of Pacific College at Newberg, Oregon. Mr. Newlin has been doing some institute work in Indiana and renewing old acquaintances.

DR. W. T. STOTT has been connected with Franklin College for twenty-seven years and has been president for more than twenty-five years. He is an estimable gentleman and fills his responsible position with fidelity giving universal satisfaction.

W. H. MACE, well known to Indiana teachers, is doing work at Chautauqua this summer and so is not in Indiana institutes. This is a loss to Indiana. His new book, "Mannal of American History," is just out. Every teacher who knows Prof. Mace will want this book.

W. H. FERTICH has been elected superintendent of the Bloomington schools. As announced last month he was elected at Knightstown but a few days later he was elected at Bloomington and accepted the latter place. Most persons have trouble in being elected to one place.

W. R. HARBISON, I. U. '95, will have charge of the department of science in the Lebanon high school next year.

MISS MARIE DUNLAP, last year principal of the Salem high school, will take charge of the History and English in the Lebanon high school.

JAS. R. HART has for several weeks been very ill. His many friends will rejoice to hear that he is improving and he hopes soon to be able to attend to social and school duties with his old time vigor.

ISAAC A. HUMBERD, teacher of literature and science in the Goodland high school, severs his connection with this school to accept the position of General State Manager for the University Association.

R. G. BOONE has not resigned the presidency of the Michigan State Normal School as reported last month. The report of the resignation seemed to be authentic and so it was printed. We are now informed that the information was not reliable and Mr. Boone will remain and continue to give Michigan a normal school of a high order. This will be good news to Mr. Boone's many Indiana friends.

W. H. ELSON, for many years superintendent of Parke county, well and favorably known to hundreds of Indiana teachers, has just been elected superintendent at West Superior, Wis. West Superior is a town of about 30,000 population and employs 90 to 95 teachers. It has 350 pupils in its high school and sustains nine public school kindergartens. Mr. Elson starts with a salary of \$2000 with a prospect of getting more when he earns it. His many Indiana friends will be glad to learn of his good fortune.

HARVEY W. CURRY, superintendent of Vigo county, was pleasantly surprised recently by the retiring trustees who called at his residence to present him with a beautiful combination cabinet and writing desk. Mr. Curry had gone to town and his wife sent for him, saying he was wanted at home. When he returned he found his hospitable home taken possession of by the ex-county trustees. Ex-Trustee Watkins, of Otter Creek, presented the handsome gift and Mr. Curry was so overcome with surprise that he could not respond for some minutes. A silver plate on one of the doors of the cabinet contained the names of the twelve retiring trustees. Mr. Curry is one of the most efficient county superintendents in the state and is held in the highest esteem by all.

BOOK TABLE.

GOLDEN GLEES, a prize song book for schools by S. C. Hanson, Williamsport, Ind., is published by A. Flanagan & Co., Chicago, Ill. The many friends of "Merry Melodies" and "Merry Songs" by the same author will be glad to learn of the existence of this new book by Mr. Hanson. The book is neatly bound with cloth covers and contains beautiful, fresh selections for the home as well as school.

No. 81 of the Riverside Literature Series is a reprint of Holmes's Autocrat at the Breakfast Table. It is a triple number and can be had bound either in cloth or paper. No. 82 is a *quadruple* number and contains over 500 pp. It is a reprint of Hawthorne's Twice Told Tales. Both books in the neat linen binding in which they may be had would be valuable acquisition to any library. Their cheapness, No. 81, 50c. and No. 82, 60c., put them within the reach of all. The Riverside Literature Series is especially adapted to meet the requirements of the course of study in English adopted by the county superintendents' convention in 1891 and revised by State Superintendent Geeting in the current year. See advertisement of Houghton, Mifflin & Co., Boston, Mass. in this number of the JOURNAL.

ANDERSON HIGH SCHOOL JOURNAL has reached our table. Vol. II, No. 9, is the commencement number. It is a little late to notice this, but it came late. This commencement number has a full page picture of the Anderson high school and quite a complete description of the interior of the building. Pictures of high school faculty and also of the members of the class of '95 are scattered here and there. The commencement essays are here entire and also the class poem. We notice the following in one essay entitled, "The Sense of Nonsense:" "In the beginning, man was created with a funny bone and to this day he laughs in his sleeve. He is the only animal that laughs except woman, who, at present laughs more than man, perhaps on account of the size of her sleeves." It is a very excellent issue.

WHITE'S ELEMENTS OF GEOMETRY, plane and solid. By John Macnie, A. M., author of Theory of Equations. Edited by E. E. White, A. M., LL. D., author of White's Series of Mathematics. This latest edition to White's Series of Mathematics, is designed for use in high schools and academies and to meet the requirements of college entrance examinations. The work combines "the old and the new" in this ancient science, the object being to present the elements of geometry with a logical strictness approaching that of Euclid, while taking advantage of such improvements in arrangement and notation as are approved by modern experience. It embodies the results of special study and long experience in the class-room. The many teachers who have read the proof sheets of the work pronounce it the best and most teachable text-book of geometry before the public. Price, \$1.25.

MASTERPIECES OF BRITISH LITERATURE. Published by Houghton, Mifflin & Co., Boston, Mass. This is a companion volume to that put forth by the same house and entitled, "Masterpieces of American Literature." In the rich field of English literature the task of the compiler was not easy. The editor in his choice did not rely solely on his own preferences. He consulted many experienced teachers of English, and gives selections from the following authors: Ruskin, Macaulay, Brown, Tennyson, Dickens, Wordsworth, Burns, Lamb, Coleridge, Byron, Cowper, Gray, Goldsmith, Addison and Steele, Milton, Bacon. The selections given are such as to induce the student to desire more of the same kind. Biographical sketches, notes and portraits accompany each division of the book. No fragments are given, entire selections only are found. This is a law of the book and that is one reason why the greatest English writer, Shakespeare, is given no representation. As a school text book, it is a delightful volume and ought to inspire a love of the best literature.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

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INDIANA " SCHOOL * JOURNAL

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NUMBER 10

THE PLACE OF ETHICS ON THE HIGH SCHOOL PROGRAM.

[IF DIRECTLY TAUGHT, WHEN?—HOW OFTEN?—IF INDIRECTLY
TAUGHT THROUGH SCHOOL SUBJECTS, THEIR ETHICAL VALUES.]

J. H. TOMLIN, SUPT. OF SHELBYVILLE SCHOOLS.

The closing years of the nineteenth century are witnessing vast changes in educational thought, theories and development. It is a period of transition and unrest, sometimes the dial pointing forward, sometimes backward. So mad is the rush in the field of educational discovery and enterprise, so ravenous the thirst for the new that truth is often forsaken, till at length stern reason speaks and bids us take our bearings anew. We often neglect the truth of past experience but the untried we gulp down with the voracity of an anaconda. The rustic who picks up a horseshoe or the astronomer who finds a new world could hardly experience a greater impulse of joy than he who works out a new principle or develops a new idea in the art of teaching. In this fiercely fought field of educational reform, we have radicals, conservatives and agnostics. When perchance we have been moving along quietly for a time and have settled down into self-complacency and satisfaction, we are shaken to the very foundation by a Dr. Rice, a committee of ten, or the doctrine of concentration and correlation of school studies.

Consternation seizes us, but in the midst of our floundering our good school men come to our rescue with the startling

information that the "Dr." was entirely incompetent to judge and really never knew a good school from a side show, that the committee of ten shot too high and that concentration and correlation of school studies is practical only to a limited degree. Verily the day of fads is upon us with its accompanying evils and tendencies for good; but it can only be regarded as one of the most healthful signs of our times. In the well-beaten track of the hobby riders, truth is made more steadfast and sure; fallacy more unsteady and faltering.

Let the contest go on. There is nothing like a good shaking up. It makes our blood circulate faster. It has wrought vast good in our instruction and development. Our understanding is becoming more acute, our horizon constantly broadening, our pulse beating faster and when the new decade shall have dawned, we shall be standing upon such a plane as will be well pleasing to a nervous and progressive nation.

The subject of ethics has always had a prominent place in the purpose of the best educational systems of the world. It is therefore neither a new nor a theoretical subject of discussion and as the science of human duties must always be of the highest concern to man, it will doubtless always exert a powerful influence in molding our educational creeds. It is one among the oldest of sciences having had its advocates among writers of the Old Testament who furnished us the decalogue, than which a higher code of ethics has not since been produced. Later we hear from such men as Thales to whom is attributed the sentence, "Know thyself!" and Solon whose injunction was, "Learn to command by first learning to obey." The decalogue augmented by that great system of positive ethics, The Sermon on the Mount, can neither be supplemented nor improved.

Ethics is peculiar as a science in that it deals not with things as they are but rather as they ought to be. As to the psychological basis of ethics, we shall make no inquiry. It concerns us but little as to whether it rests as a science in a moral faculty, or in intellectual faculties, or in both. We assume that the practice of ethics is the essential thing and that in this particular is its vital relation to man's happiness and welfare and that the culture it offers is one of the highest needs of his nature.

The place of ethics in the high school or in the elementary school is determined primarily by the nature of man and the purpose of his education.

Man was created both a social and a selfish being. The one element represents the attributes of good, the other the attributes of evil. These are his essential characteristics and environments in so far as his nature is concerned. These qualities or conditions determine his place in the scale of created beings and in the social order around him. These qualities or attributes as related to man's place in the social order of the world, determine the purpose of his education and the place of ethics in the plan of his training. Man being created a social being, society at once becomes a necessity of his nature. To deprive him of this would be to make him a beast. To foster it in its proper channels is to develop him as a man. But society could not exist without an outward or a legal form. This form which embodies the law and serves to protect society is called the state. Neither society nor state could exist without a system of ethics to govern it. Since society and the state must exist as necessities of man's nature, it becomes the duty of education to fit him for these—that is to give him an ethical training.

There could be no real institutional life without law and order as without correct rules of action, men could not dwell together. Only a training in ethics can supply this demand of man's nature and thus fit him for society and the state, or the social order of which he is a part. It may therefore be said that the positive work of education is to fit man for his place in nature—that is to give him such moral training as will best prepare him to become a useful member of society—and the negative part or purpose of his education is to suppress that within him which will in any way interfere with his free activity—that is to put down his selfishness which is the essence of all sin or wrong action.

From this, it appears that the purpose of the state in maintaining a free school system is purely ethical or moral in its nature. The state undertakes to educate her children for no other reason than that they shall return to her a moral reward—that is self-supporting, self-directing, law-abiding

subjects. The highest test of all good citizenship must always be a moral one.

But what is it to be moral, or who is the ethical man? Negatively speaking a man may be well versed in the doctrine of ethics and not be ethical, just as a man may be sickly though well informed on the laws of health. A man may even think and believe himself ethical and be far from the thing itself. He who obeys the law through fear is not ethical any more than he is righteous who serves his Creator through fear of Satan. One may have an outward form of religion, be a pretty fair Methodist or Presbyterian and not be ethical.

Above everything else, the ethical man renders true obedience to his will and he not only wills to do right, but chooses to do right. His will is necessarily governed by proper choice and proper choice by sound judgment which has an intellectual basis or foundation. Man thus cheerfully obeys the laws of society and of the state because they represent expressions of his own will for all law can only be regarded as the expression of will.

These manifestations of will, whether of the individual or of the state as exhibited in habit, determine the ethical condition. "The ethical man is the wise man who knows and identifies himself with his community."

The man who has outgrown himself in his good will toward others, who realizes his environments and brings himself into harmony with them, and who comprehends his relations to self, others and the Creator, and in whom the individual is lost in the general welfare of the race, is the truly ethical man.

The man who feels his duties, conforms to the conditions of the society of which he is a member, lives for his truer self, discharges his obligations, because his conscience tells him he ought, is ethical. He, whose threefold nature, moral, intellectual, physical, has been developed harmoniously, who has enough of the stoic to be master of himself, who possess self-respect, self-control, self-reliance, obedience, love and sympathy, usefulness, truth and honesty, good temper, courtesy, friendship, patriotism, industry, heroism, courage and fortitude, is ethical in his nature.

The great function of any system of education or training

is to produce these habits or qualities in the individual. "All education is the art of making men ethical," says Hegel. "The child is the mere possibility of the moral being." The ethical problem then becomes a fundamental one of the public schools. Since training in morals is the highest purpose and particular function of school work, it becomes the central, organizing principle from the lowest grade or kindergarten to the highest grade or finishing touch. When our public schools and higher institutions of learning shall have united in this unity of purpose, the work will be greatly simplified and strengthened. The results of most school work seem at variance with this ideal.

Especially have our higher institutions wandered from this purpose. We have turned out too many physical giants and football champions and too few mental athletes; too many conjectural philosophers and too few profound scholars and thinkers; too many speculative theorists and too few well-equipped citizens, forgetting that only sound scholarship can ever serve as a true basis for moral greatness or mental discipline. Ruskin declares the purpose of education to be the acquiring of power which shall be used in blessing and redeeming mankind.

But the production of moral character is not the work of a term or of a year, but of a life time, yea of a thousand years. The roots of this culture must be laid deep in youth.

The mere teaching of ethics has never made people ethical. Substantial instruction in this science does not come through special lessons but through all branches of learning by being organized and assimilated into the thought of every lesson and finally into the life and habits of the individual. Ethical tendencies and sound moral principles ought to be produced by and through all the common branches. Correct habits are promoted by the common every-day things of practical life. The natural result of high mental development and activity is moral in itself. Restricted mental activity is immoral in itself. The highest moral life will always find its correlate in the richest spiritual life. The instructor and the nature of the instruction are the important factors.

The most common subject in the hands of a master whose instruction is scientific and systematic will bear the proper

kind of fruit. The mechanical, unscientific teacher with the best opportunity will fall short of success. The highest efficiency of the public schools as regards ethical training will always be proportioned to the intellectual work and the nature of the instruction. The crowning point of all culture is a well-trained will.

It may be added that successful training in ethics must always be the special work of the public schools, no other institution is capable of the task. The church, the home, the civil society may have some capacity for the moral training of children, but they can never cover the full ground. They cannot enter into the life and weave the web of moral growth so effectually as can the schools. Neither can they extend their influence sufficiently to form citizens of the millions of pupils that daily gather in our school rooms and in whom right action ought to be the controlling principle. The public schools have no graver, could have no more important duty or higher calling than this. Here the problem becomes vital and far-reaching in its results. A liberal training for individual life lays the foundation for a stable, national life. The very heart of the state is penetrated. Every individual feels the touch. The door of civil liberty is opened. The happiness and destiny of our country is measured. The hope of the future is in the coming teacher.

May we not expect that he will at least be a full-fledged moral nature and a well-equipped scholar? Not that teaching has failed in the past, it has done much to liberalize the human race. It has given knowledge and that is noble, but character is better. It has produced strong mental discipline and that is excellent, but manhood is more excellent. It has made the body stronger and that is desirable, but free, rational, moral character is more desirable.

Where is the place of ethics on the high school program? All over it and through it and around it; in the mathematics, in the sciences, in the language, in the English. When and how often taught? All through the course from the first grade, and every day. Perhaps some specialization in the last year of the high school might be valuable. It would be well here to devote the time to the study of some good text on ethics in order to classify the ordinary duties of life and to

discover their theoretical grounds; assuming of course that the previous work of the school has resulted in some degree in fixing good habits. Every science and every phase of life whether religious, political, or social has its philosophical or theoretical basis to the intelligent citizen. He ought to have a well defined theory or philosophy of justice, of happiness, of temperance, of citizenship, of all the varied duties and relations of life and society in order to fit him to perform his part considerately in the community of which he is a member. Hence a technical or scientific consideration of the subject based upon the laws and demands of society and justice will help to round up and develop the perfect citizen. This final classification and assimilation of ethical principle must of course be supplemented by bringing the pupil into harmony and sympathy with his institutional life.

As to the ethical value of school duties, it may be stated that no branch is without its ethical value provided it is properly organized in the hands of a competent teacher. However, some studies deal more directly with the ethical than others. All school studies may be classed under three heads, viz.: formal studies, science and literature. The two great fields of real knowledge are science, or the world of nature, and literature, or the world of man. The formal studies including reading, writing, spelling, number, etc. are used only as a means of reaching the other two. The formal studies contain but little that is of direct use in moral training. Science, while somewhat ethical in its nature, does not furnish the best material for a moral diet. Literature here used in its broadest sense, including all history, is pre-eminently the material out of which morals are made. Science will always go hand in hand with literature as a forming study. Through it comes that sound mental discipline so necessary to moral judgment. But as character is more to be desired than mere mental discipline, the chief constituent in the child's education is literature. This must be true from the very nature of the subject. Literature includes and embodies not only the best thought but the experience and highest sentiment and feeling of the race. Hence it is peculiarly fitted to augment moral growth. It should permeate every department of school work and be a prominent ingre-

dient in every system of education in which the moral development is sought. Literature alone can move the feelings to the best purpose, mould the character and finally lead to the control of the will. We assumed as a fundamental principle that man is fitted by his nature for moral action and that right or virtuous activity is an obligation. It is, therefore, the imperative duty of the school to lay a good moral foundation. The basis of culture must be broad and liberal that it may touch the whole scope of life from beginning to to end. It must be as broad and varied as the experience of man or of the race. The future life and destiny of the child must enter into and modify the plan of its education.

Any biased culture or the neglect of any detail pertaining to the moral, intellectual, or physical growth must eventually show its effects in the imperfect or dwarfed being. All true culture finds its sequence in worthy manhood and womanhood. True literature furnishes the material that stimulates this growth. In the development and building of moral character, the study of literature and the habit of reading are among the strongest, silent agencies. There are no stronger factors than these and the ability thus acquired produces a thirst for acquisition; and the habit of reading begets habits of industry and of study whose results are a thousandfold. Herein is opened a field of culture in which the knowledge and experience of the race are at his command who will but accept.

That great treasure of thought, feeling and deed of all ages can be had for the asking. Said the great English statesman, John Bright, in speaking of books, "To the young especially this study is of great importance for if there be no seed time, there certainly will be no harvest and the youth of life is the seed time of life. He who drinks at this fountain shall still thirst and thirsting for knowledge and still drinking, we may hope that he will grow to a greater mental and moral nature, more useful as a citizen, more noble as a man."

The knowledge thus required is useful and practical. It is also special and general. Setting forth as it does all forms of human understanding, exercising the full play of the motives and the emotions, cultivating every faculty and power, it is doubtful if it is surpassed even by the natural

sciences in disciplinary value. But as related to training in ethics perhaps one of the best features of the study of literature is its bearing on mental science.

It leads directly into that intricate study of self and gives insight into one's own mind which results in moral growth. "Know thyself" was not uttered without a purpose. It has been echoed and re-echoed in every hall of learning for centuries. "All our knowledge is ourselves to know," reiterated Pope. This principle marks the beginning and the end of the phase of education which this paper has emphasized. He who would know himself for his own good, must study his own powers, weaknesses and possibilities. Self-acquaintance results in that moral reflection which imports richness to character. To know ourselves as we are known and as we really are, to see ourselves as others see us, to put ourselves in the place of others leads into that unselfish morality of the golden rule, into the practice of refined sympathy, courtesy and manners which are the marks of true culture. Any education which does not result in goodness and beneficence of spirit is at fault, and while we may be far from the reign of Antoninus Pius, we are heading in the right direction.

To produce moral character! The public school can afford to set its purpose no lower than this. Any lower aim is an unworthy one. To subordinate all other purposes to this one, to harmonize home life and school life and all institutional life to this end, to reach this goal must ever exercise the highest and best effort of all school work.

SHAKESPEARE.

JONATHAN RIGDON.

In the course of the year I intend to recommend a great many books which I have found very helpful to myself, and which I am sure will be equally helpful to others interested in the study of Shakespeare. It will not be understood, of course, that it is necessary for one to possess all of these books. Some of these books, well adapted for certain teachers, will either be too easy or too difficult for others, so that we must all use our own judgment as to what we need. But I would

earnestly advise that every student of Shakespeare should provide himself, first, with the best Shakesperian commentary that he can secure; and then any other book on the subject that he feels himself in need of and able to buy. I wish to recommend here two books which are most excellent for the purpose for which they were intended, that is, to give in simple language, the stories of the plays. I refer to *Tales from Shakespeare*, by Charles and Mary Lamb, published by Lovell, Coryell & Co., New York City, and *Shakespeare's Stories Simply Told*, by Mary Seamer, published by Thomas Nelson & Sons, New York City. I give below the history of Henry VIII substantially as it is told by Mary Seamer.

KING HENRY VIII.

For many years had Henry VIII of England, been married to his Spanish wife, Katherine of Aragon, when his fancy was much pleased with a young lady of the court named Anne Boleyn. He began to think of some good pretext by which he might rid himself of Katherine and thus be wedded to his new favorite. Anne was well pleased with the king's admiration, though when rumors of his separation from the queen began to be whispered in the court, she feigned to pity her royal mistress and said:

"Verily,

I swear it is better to be lowly born,
And range with humble livers in content,
Than to be perked up in a glittering grief,
And wear a golden sorrow."

The proud and ambitious Cardinal Wolsey was high in Henry's favor at this time, and he suggested that there was some doubt as to whether the marriage with Katherine was strictly legal, and if illegal, it could be dissolved. The king was pleased to make much of this opinion and to see in it ground for permitting him to dismiss Katherine and marry Anne Boleyn; so a commission to try the case was obtained from Rome, to which the whole court were called to listen in a hall in Black Friars. Before all that company Katherine knelt at the king's feet, begging to know her fault:

"Alas, sir,

In what have I offended you? What cause
Hath my behaviour given to your displeasure,
That thus you should proceed to put me off,
And take your good grace from me?"

Turning to Wolsey, Katherine accused him of being her enemy, but in reply he called on the king to declare that he was not acting in the matter of the separation, but that it proceeded and was warranted by a commission from the entire consistory of Rome. Then the queen cried—

“I do refuse you for my judge; and here
Before you all, appeal unto the Pope,
To bring my whole cause 'fore his Holiness
And to be judged by him.”

Leaving the court, Katherine went to her own apartments in the palace at Bridewell, and calling her maidens round her, bade one them sing so as to divert her mind from its heavy sorrow; and this was the song which now fell sweetly and soothingly upon the poor queen's ear:

“Orpheus with his lute made trees
And the mountain tops that freeze
Bow themselves when he did sing;
To his music plants and flowers
Ever sprung; as sun and showers
There had been a lasting spring.

“Everything that heard him play,
Even the billows of the sea,
Hung their heads and then lay by;
In sweet music is such art
Killing care and grief of heart,
Fall asleep, or hearing, die.”

Presently, Wolsey and another great cardinal sought her majesty with the intention of persuading her to separate willingly from Henry rather than make her threatened appeal to Rome. But she refused to make herself appear, as it were, guilty of any wrong whereby she might fitly be divorced, and declaring herself the most miserable of women, exclaimed:

“Like the lily
That was once mistress of the fields and flourished,
I'll hang my head and perish.”

Up to this time Wolsey had not suspected the king's affection for Anne Boleyn, and upon discovering it he was very indignant and privately wrote to the Pope, begging him to stay for a time all proceedings for dissolving the marriage with Queen Katherine.

By accident this letter fell into the hands of Henry who be-

came exceedingly angry with his former favorite; and sending for the cardinal, thus addressed him:

"My father loved you:
He said he did; and with his deed did crown
His word upon you. Since I had my office,
I have kept you next my heart; have not alone
Employed you where high profits might come home,
But pared my present havings to bestow
My bounties on you."

Wolsey was surprised and wondered what all this might mean, but he answered:

"My sovereign, I confess your royal graces
Showered on me daily, have been more than could
My studied purposes requite; which went
Beyond all man's endeavor; my endeavors
Have ever come too short of my desires,
Yet filed with my abilities; mine own ends
Have been mine so, that evermore they pointed
To the good of your most sacred person and
The profit of the state. For your great graces
Heaped upon me, poor undeserver, I
Can nothing render but allegiant thanks—
My prayers to heaven for you—my loyalty,
Which ever has and ever shall be growing,
Till death, that winter, kill it."

Henry then gave him his own discovered letter and retired, frowning upon him; while the nobles who followed in the royal train, whispered together and smiled derisively.

When Wolsey understood what was wrong, he knew that his power with the king was at an end; for the character of Henry was such that he never pardoned any interference with his own plans.

"Nay then, farewell,
I have touched the highest point of my greatness;
And, from that full meridian of my glory,
I haste now to my setting; I shall fall
Like some bright exhalation in the evening,
And no man see me more"

he exclaimed. Nor was it long before his downfall commenced by the Duke of Norfolk coming to bid him in the king's name to deliver up the Great Seal, and to retire to Esher until the royal pleasure concerning him was made known. After the lords who had borne Henry's message had left him alone, Wolsey took a sorrowful leave of his high position.

"Farewell, a long farewell to all my greatness.
This is the state of man: to-day he puts forth
The tender leaves of hope; tomorrow blossoms,
And bears his blushing honours thick upon him;
The third day comes a frost, a killing frost,
And —when he thinks, good, easy man, full surely
His greatness is a-ripening—nips his root,
And then he falls, as I do. I have ventured,
Like little wanton boys that swim on bladders,
This many summers in a sea of glory,
But far beyond my depth; my high-blown pride
At length broke under me, and now has left me,
Weary and old with service, to the mercy
Of a rude stream, that must ever hide me.
Vain pomp and glory of this world, I hate ye;
I feel my heart new opened. Oh, how wretched
Is that poor man who hangs on princes' favors.
There is, betwixt that smile we would aspire to,
That sweet aspect of princes, and their ruin,
More pangs and fears than wars or women have;
And when he falls, he falls like Lucifer,
Never to hope again."

While thus communing with himself, Wolsey heard the footsteps of his servant Cromwell, who was amazed and distressed by the downfall of the master whose power had been lately so wellnigh boundless. It seems, though, after the first surprise and humiliation, the cardinal felt that the king's act had wrought him good rather than evil; for he could see that his worldly greatness had done harm to his soul, and that in losing it he began to taste—

"A peace above all earthly dignities,
A still and quiet conscience."

Then Cromwell told his news:—that Sir Thomas More was appointed Lord Chancellor in his master's place; that Cranmer was installed Archbishop of Canterbury; and that Anne Boleyn had made her public appearance as Henry's queen.

Wolsey was now anxious that Cromwell should enjoy the favor of the monarch rather than share his changed fortunes, for he says:—

"No sun shall ever usher forth mine honours,
Or gild again the noble troops that waited
Upon my smiles."

Unwillingly did Cromwell contemplate a separation from

his master; he declared that if he gave his service to the king his love and his prayers would ever be for the cardinal who had been so noble and true in his eyes. His words moved Wolsey to weep; but conquering his emotion he began to advise his servant against the errors into which he himself had fallen, saying,

"Cromwell, I charge thee, fling away ambition;
By that sin fell the angels; how can man, then,
The image of his Maker, hope to win by it?
Love thyself last; cherish those hearts that hate thee;
Corruption wins not more than honesty;
Still in thy right hand carry gentle peace
To silence envious tongues. Be just and fear not;
Let all the ends thou aim'st at be thy country's
Thy God's and truth's; then if thou fall'st, O Cromwell,
Thou fall'st a blessed martyr. Serve the king;
And, prithee, lead me in;
There take an inventory of all I have
To the last penny; 'tis the king's; my robe,
And my integrity to Heaven is all
I dare now call mine own. O Cromwell, Cromwell,
Had I but served my God with half the zeal
I served my king, he would not in my age
Have left me naked to mine enemies."

Soon after this, Katherine of Aragon's marriage with Henry VIII was dissolved by his desire, so that he might have Anne Boleyn crowned his queen, and in great state the lady was conducted to Westminster, magnificently attired for the ceremony.

Katherine retired to Kimbolton with a few faithful attendants; but her sorrows caused her to fall sick, and while in this state, news was taken to her that Wolsey was dead. Anxious to hear how this had happened, she questioned those about her, and was told that the Earl of Northumberland had arrested the once proud cardinal of York; and while being conveyed thence to answer the charges brought against him by the king, sudden illness had overtaken him, and being with difficulty brought as far as Leicester, he was received into the abbey there and died three nights afterwards—

"Full of repentance,
Continual meditations, tears and sorrows."

In relating this, Griffith, who occupied the position of gentleman-usher to the ex-queen, said of Wolsey that—

"His overthrow heaped happiness upon him;
For then, and not till then, he felt himself,
And found the blessedness of being little;
And, to add greater honors to his age
Than man could give him, died fearing God."

As Katherine listened, she felt her former dislike to Wolsey change into respect for him in his last hours; and saying she could desire no more faithful friend than Griffith to speak of her after her death, the sorrowful lady asked for music—a sad strain she already loved and called her "knell." While she slept she dreamed that she saw bright heavenly spirits smiling upon her and promising her happiness at last.

When she awoke the watchers marked a change in her features, and believed her end drew very near; but as they whispered this together, a messenger came from Henry saying that his majesty was grieved to hear of Katherine's sickness and entreated her to be comforted. Well might the much-injured lady say that such a message was as "pardon after execution"—coming too late, but she had prepared a letter of farewell to the king in which she commended to his care their daughter, the Princess Mary, and begged him to secure the welfare of her faithful serving men and women. Having intrusted this letter to the royal messenger and bidding him tell Henry that in her death she blessed him, Katherine asked her maidens to help her to her chamber, where she shortly afterwards drew her last breath.

Some time after this there were signs of unusual rejoicing in the palace at Greenwich, where an august company was assembled for the christening of Princess Elizabeth, the infant daughter of Henry VIII and Anne Boleyn.

Cranmer, Archbishop of Canterbury, was there to perform the ceremony; and having knelt, in token of homage, to the king and the royal infant, began to foretell for her a happy and glorious future;—

"In her days every man shall eat in safety,
Under his own vine, what he plants; and sing
The merry songs of peace to all his neighbors;
God shall be truly known; and those about her
From her shall read the perfect ways of honour,
And by those claim their greatness, not by blood."

JESUS AS A TEACHER.*—HIS RECOGNITION OF APPERCEPTION.

B. A. HINSDALE, PROF. OF PEDAGOGY, MICHIGAN UNIVERSITY.

Apperception is comparatively a new word in the vocabulary of mental science; or if not so, the stress that is now laid upon the thing for which it stands is new. We must seek to gain a clear idea of what the term means.

A child's mind at birth is not, as some philosophers have supposed, an inert and powerless substance, capable only of passively receiving impressions. It is not a ball of wax, a sheet of blank paper, a cabinet of drawers, or a block of marble. Ideas are not mere reflections of phases of the world, similar to pictures resulting from the exposure of human faces to the sensitive plate of the *camera*. The mind is power or energy, capable of action whenever it is brought into relation to the world; and our earliest ideas result from the establishment of such points of contact. From the moment that it begins to act, the mind begins to accumulate a store of materials, variously named "ideas," "images," "perceptions," "conceptions," "facts," "events" and "thoughts." To discriminate these terms would be far from my purpose, but we may say that a perception proper is an idea of an object known in itself and that a conception is an idea of an object known in its relations. The one is a single or particular idea, and therefore concrete; the other is general and therefore abstract. When once the mental current has set in, this store of material plays the most important part in its onward flow. We gain knowledge through knowledge; or as some one has said, "apperception means the grasping of new ideas by the means of present similar ones. The child's perceptions," said this writer, "are not heaped up like dead treasures, but almost as soon as acquired they become living forces that assist in the assimilation of new perceptions, thus strengthening the power of apprehension. They are the contents of the soul that now permanently assert themselves in the act of perception. For wherever it is at all possible, the child refers the new to

*Chapter from *Jesus as a Teacher* by B. A. Hinsdale.

the related older ideas. With the aid of familiar perceptions he appropriates what is foreign to him, and conquers with the arms of apperception the outer world which assails his senses."* And not the outer world alone, but the inner world as well. Thus, a girl two years old called a picture of spectral forms of women with floating garments, birds; cornstalks, trees; swimming swans, fishes; and mistook a flag that floated from the top of a house for a white horse. A child brought up in the South coming North called snowflakes, butterflies. Similarly any child calls, or is likely to call, every man his papa and every woman his mamma. Children six years of age taken to a zoological garden for the first time have been known to call buffaloes cows, ibexes goats and tigers kittens. In this way the process of assimilation goes on by relating the new objects to the most closely related old ideas; only, as experience widens and judgment grows, we become more and more wary in referring new objects to familiar categories.

The word "object," as here used, must embrace ideas and thoughts. In learning we proceed from the known to the unknown; in thinking we can reason only from what we know. A distinguished authority has said: "When we know a new object we can identify the object, or those features of it which were familiar to us before; we recognize it; we explain it; we interpret the new by our previous knowledge, and thus are enabled to proceed from the known to the unknown and make new acquisitions; in recognizing the object we classify it under various general classes; in identifying it with what we have seen before, we note also differences which characterize the new object and lead to the definition of new species or varieties. * * * * It is not what we see and hear and feel, but what we inwardly digest or assimilate—what we *apperceive*—that really adds to our knowledge."* Thus it is the inner eye that sees, and the inner ear that hears.

The rapidity of assimilation depends directly on the abundance of the mental store and the closeness of the resemblance existing between the new objects and the old ones. It is said that certain sailors persuaded a company of Esquimaux to

*Lange: Apperception, p. 55.

*Dr. W. T. Harris.

sail with them to London. They anticipated much enjoyment in seeing the admiration and astonishment that the men of the north would exhibit when they were introduced to the wonders of the great city. Their astonishment was great when they saw the Esquimaux walking through the streets utterly indifferent to everything about them. Says the writer to whom I am indebted for the incident: "The explanation is simple. These inhabitants of the frozen North had no store of related predicates with which to interpret the wonders about them. We have no interest in that for which we have no understanding, no related concepts."* One advantage that an educated man enjoys over an ignorant man is his greater store of images, ideas, and thoughts that facilitate the process of assimilation. The man who knows most can learn most; experience is a mental factor that nothing else can compensate for; and this is why the most intelligent people who visited the Columbian Exposition derived from the visit the greatest benefit, and why a scholar is the man who sees most in a great library. Thus, in science as in religion, to him that has is given, and he has an abundance. The case of the Esquimaux is in no sense strange but what might have been expected. An American visiting the Orient especially if he is ignorant, is at first confused, and perhaps even stunned by the new life that he sees about him; everything is new and strange; he is not able to refer the new objects to old classes, or if he does he is compelled to correct his classification; the result being that he must begin, in a sense, his mental life over again and readjust himself to the world.

Still more, in the history of mental growth the will plays an important part. We must not liken the mind to a magnet, which causes objects to cling to it; on the contrary, the will turns the intellect to this side and that; it brings this and that object into relation to the knowing power; and it measurably removes from the field of consciousness what are deemed undesirable objects and undesirable ideas. Moreover, the feelings play their part; they furnish motives, contribute interest and impart to ideas their own color. Very important is the influence that the tone of the mind exerts on the forma-

*De Garmo: Essentials of Method, p. 30.

tion of individual ideas, and the general view that is taken of a subject or of the world.

There are numerous reasons why the application of the foregoing ideas to morals and religion is important. In the formation of moral and religious ideas, the feelings and the will are particularly potent. What Bacon calls their "suffusion" invades the domain of the intellect and puts out the "dry light" of reason. The affections and the will are also potent in the sphere of moral conduct, the will in truth holding the central place. Furthermore, scientific ideas, since they are so different, aid in the formation of spiritual ideas only indirectly, a fact, it may be remarked, which goes far towards accounting for the poverty of many intellectual men on the spiritual side.

We shall now look at some of the facts that we meet in the life of Jesus on which the doctrine of apperception throws a clear, strong light.

There was the woman of Samaria, who, when Jesus spoke of living water, could at first think of nothing but the water in the well, and at last was unable to rise above the conception of water that should quench her thirst once for all, and so make it unnecessary for her to come to the well again to draw.

There was Nicodemus, who, when Jesus spoke of a second birth, could think of nothing but a new birth of the body. How can a man be born when he is old? Nor did the ruler succeed better when Jesus illustrated the birth of the Spirit by the blowing of the wind. Then there is a distinct recognition of the central idea in apperception in the question that Jesus puts to Nicodemus: "If I have told you of earthly things and ye believe not, how shall ye believe if I tell you of heavenly things?"

There were the disciples, who made their way slowly in understanding the new ideas because they were so unlike the ideas that they had received from the current teaching and the current religious life; these were so formal, so material, and so legal that the profoundly spiritual truths which Jesus brought them were assimilated but slowly and imperfectly. When the Master spoke to them of His kingdom, they thought of a throne and sceptre, and of a place at his right hand or at

his left. A greatness that consisted in being a minister, and a chieftainship manifested in a life of serving, were conceptions that long passed their comprehension. Pedagogically speaking, Jesus used no small part of the time that He gave to their personal instruction in correcting their false classifications of His ideas; and they were never brought into true relations with Him until they saw a new meaning in the word "kingdom."

Finally, there were the Jewish people, upon whom His teachings were largely lost, because they really could not understand them. They believed in a Messiah to come; they believed that he would be like David, and the material elements of David's character had so excluded from their minds the spiritual element, that they thought the Messiah would be a temporal king and they would have no other.

No teacher has more clearly seen how potent the state of mind is in learning than Jesus. He deplores the hearts that are gross, the ears that are dull, the eyes that are closed; and blesses the eyes that see and ears that hear. He uttered a profound truth, and one that reaches much farther than the immediate subject, when He said that whosoever should will to do the will of God should know whether the doctrine He taught was true. He understood perfectly why it was that the world knew Him not, and also why it was that His own, when He came to them, received Him not.

SCIENTIFIC TEMPERANCE.

ELI F. BROWN.

FOOD.

What food is, may be known by observation of the growth of plants and animals. The seed grows. At first the embryo uses the food which is stored in the seed with which to make rootlets and young leaves. These newly formed roots and leaves take food from the soil and air. There can be no development of the plant without a supply of suitable food which can be made a part of the plant's growing body. Food enters the plant and is so altered and prepared by the plant itself, that what was dead external matter, becomes endowed

with the life of the plant and forms the various parts of the plant's body. So do animals grow from their tiny beginnings by taking into themselves nutritious, milk-like matter, which food-substances are changed into blood and endowed with the life of the animal. Thus prepared, what was food, is built into the living body to give growth, or is used in giving power to the animal to perform the needful acts of its life. Thus do living things build and re-build their bodies, and gain their powers of action in life from food and drink. Without such a supply of nutritious substance, come hunger, starvation and death.

POISON.

Poison is unlike food. Poison injures or destroys what food builds and sustains. Some poisonous substances do not kill at once, but hinder growth or produce disease. Other poisons cause the animal to lose the power of feeling and, if used sufficiently, produce deep sleep, stupor and death. In the deep stupor which such poisons produce, the lungs cease to breathe and the heart stops beating. Still other poisons are so violent that they produce immediate death by pain and spasm. In any case, a poison, on being taken into the blood, tends to produce pain, spasm, destruction, disease, stupor, or death. Poisons are to be shunned, for they are injurious to health, strength and life.

STIMULANTS.

A stimulant is a substance which acts as a spur or whip. The sting of the lash as applied to a horse does not give the animal additional strength, but simply rouses him to greater activity in using what power he already possesses. The excitement from the blow drives away his sluggishness and his quickened pace makes him appear to have renewed vigor. Evidently the whip gives him no new energy; he only wears himself out more rapidly as the fires of his body are made to burn with greater energy. In like manner, there are stimulating substances, which, taken as food or drink, do not give added strength, but serve to excite the heart and brain to greater action. These substances are stimulants, not food. Thus red-pepper and other spices, when swallowed, stimulate the stomach to over-action, and coffee, when taken

as drink, stimulates the brain to wakefulness and excited mental action. Like the whip, these substances spur the heart to beat more rapidly, the brain receives the increased impulse of the blood and is thereby aroused, so that the person feels enlivened and even refreshed. Such stimulants give no real nourishment. The action of the vital organs is quickened, the person lives faster and spends his store of energy more rapidly. To suppose that one can live on stimulants alone, is to imagine the horse can thrive on being whipped. What the human body needs is not the action of stimulants as such, but the renewal of the body and the invigorated powers of action, which come from wholesome food and drink.

NARCOTICS.

Narcotics are substances which, on being put upon, or taken into the body, tend to deaden the nerves. They produce dullness, loss of feeling, drowsiness, sleep and death by stoppage of the heart and suspension of the breath. Their effect is the opposite of that produced by stimulants. They are like the brake which tends to check the speed of the train and bring the engine to rest. This narcotic effect is often produced by substances which at first stimulate the vital action to an abnormal degree, and then follows a season of depression and languor. All narcotics at first stimulate or alarm the nervous system, though this effect may be brief. As stimulants are so named because stimulation is their marked character, so narcotics are named because their chief action is that of depression. Cocaine, when applied to nerve ends, causes them to lose their touch for a short time. Tobacco, alcohol and opium, in like manner, benumb the nerves and deaden pain. Cold acts as a narcotic; while heat acts as a stimulant. Narcotics are opposed to the natural invigoration which comes from good food and drink. The habitual use leads to serious conditions of disease and nervous weakness.

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SECOND CHAPTER OF THE GENERAL METHOD.

CHAS. A. McMURRY.

The discussion of "Relative Values" in the second chapter is designed to bring into much greater prominence the two chief sources of interesting and stimulating knowledge. Education, as seen in common schools in all countries, has a fatal tendency to drift into formal and mechanical exercises and it needs constantly to be lifted out of this slough of despond, for such it is to many children. History, literature, geography and natural science are and will always remain the great studies, the rich sources from which valuable, useful and stimulating knowledge must spring. The other studies are necessary, but if put first and drilled upon exclusively, they dull and deaden the minds of children. Much has been said of late about enriching the school course. But there is no possible way of enriching it so vital as that of putting more soul-stirring knowledge into it. Formal studies may be never so well taught, the best result of teaching will still be lacking unless subjects of study are presented to children which awaken their spontaneous thought energy. These real studies contain the life-giving part of educative materials and to-day they are sadly neglected in the schools. It is generally true that formal studies still hold the supreme place in the minds of most teachers. Not much space is devoted to the discussion of "The Formal Studies." We have always paid too much attention to them and are getting at them in the wrong way, i. e., we should approach them through the other more real studies and make them incidental and tributary to the latter.

In this connection it will pay to study in the books already mentioned. Rehn's "Outlines of Pedagogics," pp. 86-101, and Spencer's "Education," the chapter on "What Knowledge Is of Most Worth?"

The discussion of "Relative Values" is a broad and sweeping criticism of the whole course of study in the common schools. In a paper before the National Council at Denver I discussed this question as follows:

INFLUENCE OF HERBART'S DOCTRINE ON THE COURSE OF
STUDY IN THE COMMON SCHOOLS.

1. The purpose of this educational movement is to gather into the school course as much of the world's accumulated store of culture as is suited to exert educative influence upon growing children. It is the problem of collecting and arranging the best materials of culture which history, literature and social and scientific progress have brought to light and stored up.

2. It seeks in our own American history and literature, as expressed in our mother English, the principal center and substance of culture for our common schools. It is not foreign nor exotic, but thoroughly domestic, Anglo-Saxon, American. It is not in search of foreign curiosities. Its geography begins at home and remains long within our own borders. Its natural science deals chiefly, almost entirely, with our native plants and animals and with those natural forces and phenomena with which every child may be made familiar in his own home and neighborhood. By the increased emphasis which it places upon the story of our early national life and historical development, by the more abundant use of the shorter and longer masterpieces of our best American writers, it seeks for a fruitful entrance into the hearts of children of the strong and wholesome influence of our best American culture. It is, therefore, national and patriotic in the true sense.

3. Secondary and supplemental to these American materials are the choicest products of English and European history and literature. The history and literature of America, surprisingly rich as it is, is not complete enough to give the children the full rounded measure of culture which the experience of the world has gathered for the educative enrichment of children. We are compelled to draw upon Europe for some of the best thought materials with which to fill out the course of instruction for the young.

4. It is very evident that our course of study is deeply rooted in the past, that culture and civilization are products not to be manufactured to order, but a growth and registration in historical and literary forms of racial experience and progress. The reason why we harp so much upon literature and

history is because they contain in potent educative solution the rich culture influences which we wish to see redeveloped in every child. Moral and social culture, with all their humanizing influence, are contained in the choicest literature of America and Europe. Here are the ideals of life, revealed in their supremestrength and beauty. Here are the examples of men and women who lift and inspire. Here are revealed the moral qualities which should form the backbone of character.

5. If the course of study as a whole is thought of as a rope or cable, one of the important strands is a series of elementary science lessons stretching through all the grades. This fully accords with the immense influence upon human life which scientific progress has already attained. Herbartian pedagogy is in this respect thoroughly modern and stands abreast of the requirement that education shall equip a child to live up to his present opportunities and to make use of the fund of scientific knowledge.

6. This educational movement includes such a mastery of the English language and of elementary mathematics as our schools have long aimed at, but only partially realized. It suggests no great change in the scope of these studies. They are the necessary implements of culture and supply the forms of thought. But they should not be wholly isolated from the other studies, nor their separate disciplinary value estimated so highly as of old. The ideals, inspirations and original sources of energy are in literature, history and natural science. They are like deep fountains which spring from unfailing sources of supply.

One further consideration in favor of the prominence accorded to literature and history in this course of study will be given. Literature, especially, has been long looked upon as a sort of luxury in education. There is no doubt, indeed, but it has always had striking elements of beauty and attractiveness. In higher grades the readers have furnished extracts from the finest literary works, but these have been looked upon as an ornamentation. The main temple of knowledge having been built, literature may be allowed to enter at the close and supply a few ornamental flourishes, arabesques and devices for giving finish to the structure.

The contention of the Herbartians is that literature shall furnish much of the finest substantial stone work of the structure from the foundation up. Literature is not a luxury in our school course, which may be easily dispensed with or left to those who have taste and inclination for it. The most convincing reasons for this may be briefly stated:

1. Literature is, first of all, a revelation of human life, of character and personality in true and strong and often attractive and stimulating forms. It will hardly do to say that some have no taste for this sort of thing. In the first place it is not true and in the second place, if it were true, it should be one of the chief aims of our school education to give children the taste and appreciation for the most wholesome and useful form of culture that we possess. To say that many children have no taste for literature is equivalent to saying that they are destitute of human instincts and qualities. Literature is primarily a revelation of human nature in a very great variety of strikingly forcible and attractive examples. A person who has no taste for literature has not been sufficiently humanized by his education. No matter what his culture may be, it is seriously defective and one-sided. The same thing may be said of natural science. Neither one of these fields of knowledge can be neglected without resulting in one-sidedness.

2. In the second place, literature embodies the ideals of our civilization. The best experience, thought and impulse of our people have found adequate expression only in the works of our best writers and poets. It is hard for a people so practical as the Americans to see much every-day value in literature, and yet we cannot long remain so hard-headed as not to admit that literature is the keenest and strongest educational solvent that teachers can make use of. It is the chief culture influence with which to strengthen and re-enforce the teacher's personality.

What the Bible is to the clergy literature must be to the great body of teachers. Everywhere in the best literature is registered the high-water mark of the world's best thought and progress. Those who deny this are those whose education has been one-sided and defective. They are like Rousseau, who inveighed so vigorously against books and the reading

habit and then spent his whole energy and life in writing books and in making them so keen and striking that people all abroad should read them.

3. In the third place, literature puts its treasures of thought into those vessels of honor and beauty which delight children of all ages. The best literature is the pedagogical form of thought, which appeals to and arouses thought action in children. The best literary masters are those who know how to reveal thought in its native strength and potency. The masters are skillful to handle truth, to approach ideas and set them forth in a clear and natural light.

Literature is, of course, only one thing in education, but it is one among a thousand. Let it be understood that the high place accorded literature in education is no disparagement of natural science. Natural science has no need to detract from the value or glory of literature in order to set up and secure its own claims. It has a surer and stronger right in its own deep significance and importance.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS, Chair of Pedagogy, University of Illinois, at Champaign.]

"SUBSTITUTION OF TEACHER FOR TEXT-BOOK."

The above is the title of an article by Dr. J. M. Rice in the August *Forum*, 1895. In this, we are furnished with another argument against the use of the text-book, but with the same old fallacy of not distinguishing between the abuse and the proper use of the text.

He wishes to substitute the teacher for the text. "To suggest the removal of the text-book, without recommending anything in its stead, might justly be regarded as destructive criticism; but surely no one can construe my remarks in this light when I offer, as a substitute, the teacher himself." Such reasoning as this cannot save the Doctor from the charge of destructive criticism, for instead of both teacher and text, he would give us only the teacher. If he would be entirely fair, he must substitute something for the teacher which he put in the place of the text; for if the teacher be substituted

for the text then the teacher's place is vacant; hence his destructive criticism. But surely destructive criticism has its place, and the doctor needs not apologize for it. It might be wished, however, that since he has thought it necessary to do so, he had used better logic. His argument must destroy either the text or the teacher.

At the outset we are told: "In my opinion, the greatest fault in the schools of our country lies in the professional weakness of our teachers." Now, *in my opinion*, this is equivalent to saying that the greatest fault in our schools lies in their weakness. Water is wet; what say you? Virtually the article proposes to give the teacher the required professional strength by removing the text. The fallacy of the whole argument lurks in the major premise, which assumes that scientific teaching and the use of the text are incompatible. This is the thesis which the article maintains and the text is to be discarded because it is intrinsically opposed to scientific teaching. Note: "That the mode of teaching in vogue, in our progressive, as in our non-progressive schools, is destined to cultivate the memory rather than the power to reason, is proved alone by the fact that * * * the pupil is required to obtain his ideas by reading the text-book in advance of the recitation." Is this cultivation of the memory proved alone by the fact named? Cannot the memory be thus cultivated without using the text; and may not the text be used without such a result? The Doctor simply assumes the cause which suits his purpose, and does not bring in a scientific manner all possible causes to the explanation of the fact under question.

Again observe: "If it be the teacher's aim to lead the child to think, it is necessary for her to apply the principle that the child must be told nothing that he is able to find out for himself. To compel the child to study the lesson from the text-book in advance of the recitation, is to violate this principle *in toto*, because by this means, he is directly told by the text-book every point that he might be able to reason out for himself. In order to apply the principle, it is necessary to bring the new matter before the pupil for the first time during the recitation period."

Is it possible! Does the use of the text-book violate the

said principle *in toto*? Suppose the text contained that which the pupil could not find out for himself, as the population of the Chinese empire, then what? The writer admits that the pupil must be told some things. "Facts that the child is unable to discover must be told him by the teacher." Why not permit the text to tell what the child is unable to discover and save the teacher's time? Is there any better way to supply to pupils geographical and historical materials than through a text? Is it not worth everything to the teacher of arithmetic to have the pupils supplied with an abundance of well graded drill problems in a text-book? How about the reading lesson? Would the Doctor supply directly the literary gems for class study, and would he work them off extempore after the recitation is called lest the pupils find out something he might himself be able to tell them?

The writer is decoyed into his numerous fallacies by identifying the use of the text-book with the exercise of the verbal memory. He says: "Simply to hear children recite lessons that they have committed to memory is a very easy matter and requires no expert knowledge or skill; but by means of questions, to lead the child to think, involves both science and art." Very true, but the latter is possible through the use of the text-book; and the former is the abuse and not the use of a text. Many expressions in the article show that what the writer is really objecting to is routine memory work on the matter of the text-book. From this, he cannot fairly draw the conclusion expressed in these words: "True instruction will not be obtained until the teacher is substituted for the text-book, as it is then only that the principles of teaching can be properly applied." Is this true? If the fault lies in the weakness of the teacher, as he states at the outset, why does he not locate the remedy in the strength of the teacher, and not in some external circumstance?

A certain class of reformers have been decrying the use of the text-book for centuries, but their use has steadily multiplied under a rational necessity. The more text-books a pupil has the better. The wise teacher desires many histories, geographies, etc. in the hands of the pupil. There is no essential difference between text-books and other books;

they are all to help one to what he cannot, without wasteful effort, find out for himself. Those who denounce text-books are not really serious in the matter, for usually they are either using them or writing them themselves. Of the two men among Indiana teachers, who have denounced most bitterly the text-book, one has prepared a text for school use and the other is doing so; and both assigned lessons in the text. Even Dr. Rice tries to educate the people through the *Forum*, going so far even as to tell them what they could find out for themselves.

TWO MODES OF THINKING.

Some thinkers approach their problem directly and manfully, while others shy about it and keep aloof from fear of being burnt on too close approach. If a play of Shakespeare is to be studied recourse is had at once to a commentary. If a problem in philosophy is to be worked out, instead of wrestling with it on its own ground, the thinker too frequently keeps off at a safe distance in the literature of the problem. Two of our greatest living philosophers differ widely in respect to directness of method, one seeming to say: "Here is a problem of life; take hold of it at once and without gloves." In due course of development the literature of the subject is drawn into the solution. The other seems to say: "To philosophize is to ascertain what solutions of life's problems other men have furnished." In this way to study literature critically, is to study criticisms of literature. To botanize is to read about other people's botanizing. If we wish to know how many two and two are, we are not to rest the case in the two and two, but must ascertain whether the truth has its origin in a creditable school of thinkers.

Such dodging is painfully prominent to-day in a conspicuous class of pedagogical thinkers. Given the child and a flower or a mountain to be thought together into a new child, they will teach it with nothing less than a ten-foot pole, and then perhaps take fright and run off to Germany to ascertain if two and two really do make four. Every problem of pedagogy has its terms and concrete conditions in the unity of the child and the world about him and must be solved on the conditions

and in the terms of the problem itself. This does not mean that the history and the literature of the profession are not to be utilized; but that the thinker plant himself firmly in the problem and draw all instrumentalities to his aid, relying at all times for the solution on the factors and conditions of the problem itself.

A pointed illustration of the usual effort to dodge the issue was furnished by the lecturer on scientific teaching, whom many of us heard last summer. After describing a scientific lesson on geography given in Germany, and after showing it to be such because the pupils worked out the solution of a certain geographical problem for themselves, without taking it from the authority of a text, he at once proceeded to recommend, as if it were the chief point in his discourse, that teachers must go to Germany to learn how to teach scientifically. Why did he not recommend to them the same process that he had been eulogizing in the first part of his discourse? If it is scientific for pupils to work out the solution of a problem in mathematical geography on its own ground, why does not the same process hold for the teacher in working out pedagogical problems? If the pupils in the recitation described had been sent to the text or to America for the solution, according to the standard of the lecturer, the recitation would have been unscientific. It is said that a man may discourse eloquently on table manners while eating cabbage with his fingers instead of his fork; and he may plead earnestly for scientific teaching and unwittingly recommend the precise opposite of what he is preaching.

The scientific recitation described was correct and for the reason given. In any case, man must reach the truth by his own process of thought with the materials given. In pedagogy, the materials given are the pupil and the thing he is to learn. All pedagogy is determined by the thought in the thing and the mind in the thinker.

The point is to ascertain the process of unity between the mind of the pupil and the thought manifested in the world about him. Given the pupil and "The Barefoot Boy," and why should the teacher leave them and run off to Germany to find the relation between the pupil and "The Barefoot Boy"? A teacher may be well posted in the literature and history of teaching and know little vital to his profession.

PRIMARY DEPARTMENT.

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

**"THE ARSENAL."—TOWNSHIP INSTITUTE
OUTLINE.**

"The selection to be treated is The Arsenal by Longfellow. The first is purpose, general and particular. I do not understand the distinction. The next is theme. The word theme is used in more than one sense. It may mean a distinct piece of discourse or it may mean any narration or description in any subject written or spoken of, but as used here, what does it mean? What would it mean in any selection, Excelsior or To a Water Fowl? What is meant by embodiment?"

"I have never received any training in this way of teaching reading. I can understand the selection, I think. I can see that in the Arsenal, Longfellow first presents to us the scene of war, then ends the selection, leaving us with a happy feeling of peace, and shows us the relation of war to error, that the latter is the mother of the former, and shows us how the world is to make the transition from war to peace. The main idea or the theme in this selection is that it is the world's progress from a state of ignorance, error, or we might say bondage, toward a condition of enlightenment, peace or freedom. He certainly begins with the one and ends with the other condition, and tells how the last is to be brought about. Am I right in this?"

Such is a part of the letter that now lies before me, and it has grown out of not understanding the suggestions for reading in the outline for township institutes. It may be probable there are others with the same difficulty. Let us look at the selection. The first thing gotten by the reader from any selection is the simple story, or the mental picture which the reader forms of the instances given in the language. The first reading of the poem, The Arsenal, should leave something of this kind in mind, and it always does more or less definitely. The picture that Longfellow here gives us is that of the arsenal, a room in which the stacked arms looked like a huge organ with silent pipes. As he stands and looks at

this scene, in fancy he hears the lament of the people caused by war, the cries of anger and endless groans through all ages come to him. He also hears the call to war in the ringing of the Saxon hammer, the Norseman's song, the Tartar gong, the Florentine battle bell and the Aztec priests beating the war drums made of serpents' skin. He hears the tumult of the burning village, the shout that drowns the prayer for mercy, and the wail of famine in the beleagured towns. He also hears the bursting shell, the rattling musketry, the clashing blade and "the diapason of the cannonade."

All these bring with them a train of reflections, and he accuses man of drowning Nature's sweetest harmonies. He also says that if half the wealth and half the power given to war were given to redeem the human mind from error, there would be no need of arsenals and forts; the warrior's name would be abhorred, and every nation that should lift its hand against its brother on its forehead should wear the curse of Cain. Something more bright comes in the picture, the echoing sounds of war grow fainter, and he hears again the voice of Christ say "peace." In place of the blast of war's great organ would come the beautiful and holy melodies of love.

Such is the picture that every reader must get from this selection. Is there anything back of the picture? Is there any great thought that seems to give this picture or story unity, anything that explains it? If so, what is it? In the letter quoted, the writer asks if "it may not be the world's progress from a state of ignorance, error or we might say bondage, toward a condition of enlightenment, peace or freedom." There is no doubt that this is in the selection. It certainly typifies the struggle of humanity as shown in civilization. It is looking forward to the time of arbitration as a more humane way of settling differences. It sees that the ideal condition of humanity is found in love and peace. This is in the poem.

There are three and only three distinct purposes of language, intellectual, emotional, and volitional, or a combination of these. Did Longfellow, or does the poem "The Arsenal," give the reader a definite idea of an arsenal? Does it give one a clear notion of war, does it give the same of peace? While the poem gives something of each of these,

so far as a real knowledge is concerned, we gain very little indeed. Very few if any new things are told us. If there is nothing in the poem except the facts given on arsenals, war and peace, it has very little value. In fact, it has so little new knowledge in it, that if that is the part of importance, it is very poor indeed.

Did you as you read the poem get anything more from it than this? Was there any other effect produced in you when with Longfellow, you pictured the arsenal and reflected on the blasted hopes of humanity and the ideal held up by the Christ in that magic word, peace? The reader must speak for himself only. This matter is entirely subjective. Some of us feel with Longfellow that the ideal condition is not in forts and arsenals, standing armies, beleaguered cities, burning villages, wails of famine and prayers for mercy. With him, we cannot enumerate these elements that always belong with war without feeling a sense of shame that we do not live with this high ideal of peace always before us. Our sympathies are aroused for the dead and dying on the field of battle; the children starving; the wounded man begging mercy when there is no ear that hears. The transcendent pleasure that would seem to be a part of the world's life, if the high condition of peace could be reached, the poet sees and feels in this poem.

This, it is seen, is an emotional thing with the reader. If you make some definite resolve as a result of reading the selection to do all in your power to bring about this ideal condition of universal peace, in you there has been a volitional result. Whether Longfellow hoped to produce such an effect, I suppose we cannot say, but it may help to bring about this result, and if it does this influence is a volitional one.

Now let us turn to the outline for township institute work in reading. The first point suggested in the outline is the purpose. If there be a purpose in the selection, it must be either as to the points of knowledge given concerning the arsenal, war and peace, or it must be to arouse certain feelings which you have experienced on reading it, or to induce the reader to make the resolves above spoken of. As we have seen there are only these three results produced and] the purpose must be included in them. We have shown that it can

hardly be an intellectual purpose, that is the facts presented are so meager, and on the other hand so well known to those who read this poem, that it seems clear that the intellectual purpose is not at all an important feature.

The feelings that were produced were probably universal in the main. Probably no one can give a careful reading to the poem without having the same feelings toward war and peace that Longfellow himself had. Whether Longfellow intended when he wrote it to induce these feelings or not, the fact remains the reader has them. Some persons on reading this may resolve to mold their lives in the direction of arbitration instead of war, but whether this was the definite purpose of Longfellow, I cannot say. I only know such a result may arise.

The second point in the outline is the theme. The term theme may be applied to what in the first part of the article we have called the thing which gives unity to the poem; the idea which is back of the picture. The writer of the letter suggested the struggle of humanity from a condition of error to a condition of universal peace. Such is indeed the movement, if we might call it such. For myself, I see no other idea in the poem, at present at least, that affords any more satisfactory explanation than this.

The third point in the outline is the embodiment. The term embodiment in reading selections or in literary work means just exactly what I have spoken of as the picture—picture and embodiment are the same thing. Sometimes the embodiment is called the image, that is, it is the example of some great thought that underlies the embodiment, and in this case the theme is the thing which underlies the picture, or the theme underlies the embodiment. As to the appropriateness of the embodiment to the theme and purpose it must be left to each individual to point out the adaptation he sees between the embodiment and the theme and purpose as he finds it. This is certainly a very difficult selection, and especially for those teachers to whom such work is new.

PICTURED FRACTIONAL RELATIONS.

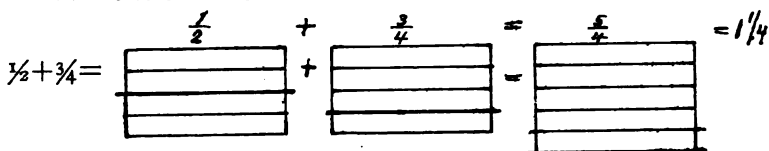
Difficult processes in arithmetic have usually a very simple side if we but look for them. We are so accustomed to think-

ing of rules, figures and processes, and these in such a way that the actually existing relations cannot be understood by children.

It is sometimes insisted that true mathematics is always abstract. This may be true. But it is just as true that the attribute of number is found in an object as it is that color, form and weight belong to it. It is this view that makes arithmetic possible with children. If number is abstract only, if it has no concrete embodiment, then number work is out of place in our primary grades. However, it is not merely the usual relations of number taught to children that can be illustrated by means of objects and pictures, but many of the more difficult ideas can also be illustrated. We have recognized this for some time in the teaching of square and cube root, and in different ways it can be done with other ideas.

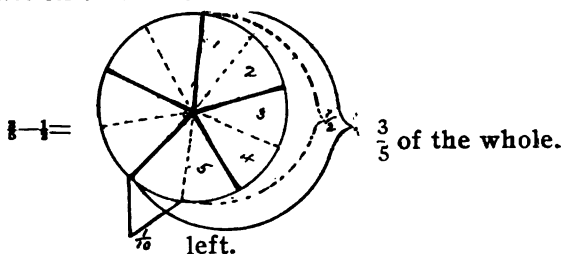
When the grade begins the systematic study of fractions, it is frequently the case that the work degenerates into mere memorizing of rules and working problems accordingly without any thought further. It is the object of this paper to indicate some of these relations that can be explained by pictures.

Additions of fractions.



This hardly needs explanation. Circles made into fourths can be used as well.

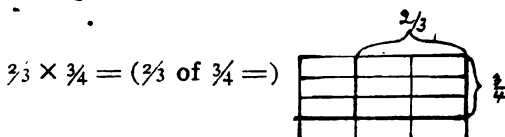
Subtraction of fractions.



The dotted lines show that each fifth has been divided into halves. One half of all five fifths is to be taken away from the three fifths. Of course dividing the circle first into fifths

and these fifths into halves divides the whole thing into tenths, and $\frac{1}{2}$ of the 10 tenths is 5 tenths and taking $\frac{1}{5}$ out of the $\frac{5}{10}$ (or $\frac{1}{2}$) there is just $\frac{1}{10}$ of the whole circle left. The "reduction to a common denominator and finding the difference between the numerators" has some meaning.

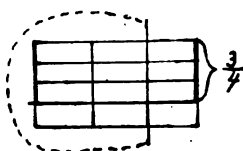
Multiplication of fractions.



This whole figure we will call one, or unity. We first make it into fourths for our unit in this problem is $\frac{3}{4}$. Then as we are to take $\frac{2}{3}$ of this $\frac{3}{4}$, we make the lines dividing it into thirds and enclosed within the heavy lines we find the $\frac{2}{3}$ of the $\frac{3}{4}$. We notice the whole figure (or 1) is divided into 12 little oblongs and in the space included in the $\frac{2}{3}$ of the $\frac{3}{4}$ there are six of these. Then since in this $\frac{2}{3}$ of $\frac{3}{4}$ there are 6 of the 12 oblongs, the space is $\frac{1}{2}$ of 1, or $\frac{2}{3} \times \frac{3}{4} = \frac{1}{2}$.

Division of fractions.

$\frac{2}{3} \div \frac{3}{4} =$ (or how many units of the size of $\frac{2}{3}$ of 1 can be made out of $\frac{3}{4}$ of 1.)



The dotted line helps to show $\frac{2}{3}$ of 1, the size of the units we are to make out of $\frac{3}{4}$. The whole is again divided into oblongs and in $\frac{3}{4}$ there are 9. The $\frac{2}{3}$ of 1 (or these 12 oblongs) it is easily seen are 8. Now how many ones or figures, each the size of 8 of the oblongs, out of 9 of the oblongs. It is easily seen we can make one figure complete and one of these oblongs left, or as one oblong is now $\frac{1}{9}$ of the new figure we are making, we can make 1 new whole and have $\frac{1}{9}$ left. $\frac{3}{4}$ divided by $\frac{2}{3} = 1\frac{1}{9}$ (figures of the size of $\frac{2}{3}$ of 1).

In opinions look not always back;
 Your wake is nothing, mind the coming track;
 Leave what you've done for what you have to do;
 Don't be "consistent" but be simply true.

—O. W. Holmes.

LEND A HAND.

[This department is conducted by Mrs. E. E. Olcott.]

Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

A TEN-MINUTE NUMBER LESSON.

"Just ten minutes for my review lesson," thought Miss Mayne.

The children were filing to their seats with flushed and smiling faces after a brisk march around the room, in and out among the desks, clapping rhythmically and singing

"Merrily we march along, march along, march along,
Merrily we march along, round our school room dear."

"Measure out the grains of corn, Jamie," said Miss Mayne to a bright-eyed boy. He promptly took a box of corn and a toy sugar scoop that held a teaspoonful of corn. With a pretty air of importance and a business-like alertness, he gave each of the class a scoopful of corn.

"Let's see how *much* we can do before the bell rings," suggested Miss Mayne infectiously.

"Place three grains of corn on your slates."

A few seconds later, arms were folded and eyes expectantly raised to her face. She glanced down the slates and said approvingly, "Every one right, take the grains off. Now, six grains of corn on your slates."

Nimble fingers soon had the corn ready.

"What is the quick way to get six?"

"Take three grains and then three more," was the answer.

"I thought I saw some children counting grains one by one; that takes such a long time. Daisy, Charlie, Grace and Roy may pass down the aisles and show those who have made a mistake, how many six grains are."

When six grains were on each slate, they were taken off, and the command was given, "Now nine grains, quickly!

What is the quick way?"

"Get three threes," was the response.

Again the little helpers passed down the aisles and assisted those who had made mistakes, and then the grains were taken from the slates.

Thus, in succession, number-groups were placed on the slates and removed.

Two grains and then four, which was grouped as two and two; then eight, which was two fours, was selected.

Then came five which was arranged as two and three, or four and one more; seven was three and four, or six and one more.

The object in removing the grains each time a new number was called for, was to emphasize the distinctness of the mental picture of the number-group.

The test was varied by Miss Mayne's saying, "I have one grain of corn in my hand, who can bring me enough to make three grains?"

The children filed by, each bringing in his hand the number he thought the teacher needed.

Those who were right stood in a triumphant row; those who were mistaken passed back to their desks and placed on their slates the number they should have brought.

"I have one grain already, Everett, if you give me three more there will be two twos," (showing him the fact by arranging the grains in her open palm), "I want only three. What have you done?" "I have brought too many," he said readily. "I have one grain, Susie, you have brought me one more, if I put them together, I shall have only two. How many do I want?" "Three," replied Susie.

"Then what is the matter with yours?"

"I ought ter brought another one 'sides this," she said hesitatingly.

The next request was, "I have three grains, please bring me enough to make six."

The children filed by as before, bringing to the teacher their idea of the additional number required to make six. The children who were mistaken passed to their desks and placed on their slates the three grains which they should have taken to the teacher at first.

In a similar manner they answered the questions: "I have two grains, who can show how many I need to have four?"

"I have four grains, bring me enough to make eight."

"I have two grains, show me how many more make five."

"I have three grains, bring me enough to make seven."

And last, "What is the quick way to get nine grains?" "Get three threes," they replied again. "Well, I have *one* three, please bring me enough to make nine."

Most of the children brought two threes unhesitatingly.

As the children passed back to their seats, the bell tapped for recess.

Miss Mayne recorded in her note book:—Oct. — 1895. Tested the class on their knowledge of number-grouping. Most of them ready for the next step.

A REPRODUCTION STORY.—A DANGEROUS TREE.

The second and third grades were to have their language lesson together. "The whole school may sing two verses of our Arbor Day song beginning 'Maples give a charming shade,'" said the teacher. With hearty good will the fresh young voices rang out, singing to the tune of "Little Brown Jug:"

Maples give a charming shade,
Apples glad our hearts have made;
Oh, how sweet are the rich brown nuts.
Over which the burr-shell shuts.

Cho.—Fruit or nut or shading tree,
Which one, which one, shall it be?
Each of them do we here need,
Plant them, plant them all we plead.

Shady spots and walks we'll make,
Largest fields for orchards take.
Gather nuts in early fall,
Bless the trees! We'll plant them all.

Cho.—

Then the rest of the school returned to their studies, and the language class began their lesson.

"We have been studying about trees all week. Newell, tell us a few of the ways in which trees help us."

"They give us shade and wood to build houses and ships; they give us fruit and nuts to eat. Some trees give us medicine."

"Very good. To-day I wish to tell you about a tree that does not help us, and when I have finished you may write as much as you can remember of the story. We will name it

"THE DANGEROUS TREE."

"Far away in a country called India, a tree grows that is our enemy. Its name is so hard to remember that I will not tell it to you. We will call it the burning tree. The under part of the leaves of this tree are fuzzy, as if hairs grew on them. These hairs will poison any live thing that touches them. The poisoned place feels as if it had been scalded or burned.

"If a dog brushes against the leaves, he howls with pain and rolls over and over on the ground.

"A horse once ran under the branches of such a tree and was so crazy with pain that he had to be killed.

"The pain is dreadful to bear, and the worst of it is that it lasts for months. A missionary once took hold of the leaf to examine it and the pain in his finger lasted six months. In rainy or damp weather the suffering was much worse.

One of these trees has been planted in a park in the city of Madras. An iron railing has been placed around it and the notice 'Dangerous' put up to warn strangers. People who know about it would not touch it for anything."

DESK-WORK.—A WORD GAME FOR OLDER PUPILS.

The advanced class had finished a very satisfactory recitation. In the few minutes remaining before dismissal another class was to be heard.

"Those who wish to may spend the time, from now till school closes, in practicing on the word game we tried yesterday," said the teacher and noted the evident pleasure with which the permission was received.

"I suggest that you try these: Change cat to dog; ears to nose; and creek to river. If you finish those, you may select other words for yourselves."

The rules of the game were:

1. Change one word to another having the same number of letters by substituting one letter at a time.
2. At each substitution or transposition a word must be formed.
3. The winner is the one who forms the desired word with the fewest intervening words.

The boy who won the game when the slates were compared had the following:

1. Cat to dog: cat, cot, dot, dog.
2. Ears to nose: ears, sear, sore, lose, nose.
3. Creek to river: creek, creak, cream, crime, rimes, rives, river.

The victory was chiefly due to his consulting an unabridged dictionary and finding that *rimes* could be used. When his classmates objected to the spelling of rimes, he triumphantly referred them to Webster, and told them there were more words in that book than they ever dreamed of.

THE SCHOOL ROOM

Conducted by GEO. F. BASS.

HINTS ON CORRELATION.

There is a great deal in our educational papers nowadays on the subject of Correlation of Studies.

I will venture to offer some suggestions on this subject that may benefit some young teachers. I will endeavor to do this by using the Indiana Fifth Reader. Whatever may be said of the merits of this book, it is certainly a good one for the purpose of correlation.

The two lessons on the "Yosemite Valley" and the "Bee Pastures of California" should be taught when we are teaching the geography of California. The lesson on rivers may be taught when we are studying rivers in geography. The lesson on the "Lady of the Lake" when studying Scotland. "Discoverers and Explorers" when studying the same subject in history. Study "Animal Life in the Ocean" when studying animal life in geography.

Assign the lesson on "Wouter Van Twiller" when studying the history of New York, and "A Famous Sea Fight" when studying the Revolution. "The Settlement of California" should be connected with the history work of that state.

"Civilization" should be taught when studying this subject in geography, and "Superstitious Beliefs," when studying Salem witchcraft; "Rhyme of the Rail" with the history of railroads and "Esquimaux Dog Teams" and the lesson on Greece with the geography of these subjects. Study the lesson on London with the geography of England.

I have here suggested enough to enable any teacher to complete a course for his school. WALTER N. VANSCHOYOC.

RAWFORDSVILLE, IND.

PROGRAM FOR PATRIOTIC DAY.

"Not the stars and stripes, but what they stand for needs emphasizing."
—E. L. Hendricks.

1. MUSIC America
2. WHY NOV. 7 HAS BEEN SET APART AS PATRIOTIC DAY.
[See editorial, p. 639.]
3. ADDRESS OR ESSAY.

[NOTE.—Perhaps there will be present on this occasion some old soldier who was present at the recent meeting of the Grand Army at Louisville. Have him give his experience. If such material is not at hand, let there be written by one of the older boys or girls an essay.]

4. SUBJECT.....The Grand Army at Louisville
[See daily papers of Sept. 12-15.]

5. RECITATION....Address, Welcome to G. A. R. at Louisville
[By Henry Watterson, Sept. 12, 1895.]

"I appear before you as the representative alike of those who wore the blue and of those who wore the gray in the great sectional combat, which, whatever else it did or did not do, left no shadow on American soldiery; no stain upon American manhood. Here in Kentucky the war ended thirty years ago. Here, at least, the lesson has been taught and learned that—

" 'You cannot chain the eagle,
And you dare not harm the dove,
But every gate
Hate bars to hate,
Will open wide to love.'

"And the flag! God bless the flag! Can you doubt the loyal sincerity of those who from house-top and tree have thrown it to the breeze? Let some sacrilegious hand be raised to haul it down and see. These are honest flags with honest hearts behind them. They are symbols of a nationality as precious to us as to you.

"And why not? What is there for you and me to cavil about, far less to fight about? Slavery is gone. Secession is dead. The Union, with its system of statehood intact, survives. It is, therefore, with a kind of exultation that I fling open the gates of this gateway to the South; I bid you welcome in the name of the people whose voice is the voice of God. You came and we resisted you; you come and we greet you; times change and men change with them. You will find here scarcely a sign of the battle; not a reminiscence of its passion. Grim-visaged war has smoothed his wrinkled front, and whichever way you turn, on either side, you shall encounter, as you pass those moldering heaps which remind you of your valor and travail, only the magnanimous spirit of dead heroes, with Grant, and Sherman, and Thomas

and McPherson and Logan, looking down from the happy stars as if repeating the words of the Master: "Charity for all—malice toward none."

6. PATRIOTIC SONG.....Tune—"Hold the Fort"

Oh, the flag of our dear country,
Let it wave on high;
May the stars and stripes ne'er perish
And no foe come nigh.

Chorus—Floating o'er the heads of freemen
May it wave above
O'er the homes we prize so dearly
And the land we love.

7. ESSAY. Subject—Opening the National Park at Chickamauga
[For Material see *Daily Papers of Sept. 20-22.*]

8. RECITATION.....
[From Address by Gen. J. G. Gordon at Chickamauga, Sept. 20.]

Long live, forever live, as the last hope of the Republic, mutual trust, confidence, brotherhood and unity between its children. Forever live the spirit which animated the American Congress and government in making possible this inspiring hour; and may the spirit of this hour abide in the hearts of our descendants through all generations.

And why not? Why not mutual, absolute confidence, trust and unity? What is the basis of this trust and brotherhood? Shall I answer? I do answer, because the answer is a great truth, which history will record and heaven reveal at last. That basis for brotherhood, vouched by the dead heroes who fell, and the living around me to-day, is the monumental fact that every drop of blood which was shed in that struggle was the priceless tribute paid by liberty-loving men to inherited and profoundly cherished convictions. Every uniform worn by the brave, whether its color was blue or gray; every sheet of flame from the ranks and rifles of both; every cannon that shook Chickamauga's hills or thundered around the heights of Gettysburg; every whizzing shell that tore through the wilderness at Chancellorsville or Shiloh; every bullet-rent flag that floated in victory or went down in defeat on any field; every patriotic sigh or prayer wafted heavenward from the North or the South; every loving and tender ministration at the dying soldier's side; every agonizing throb in woman's heart or burning tear on devoted woman's cheek—all, all were contributions to the upbuilding of a loftier American manhood for the future of American freedom.

And now, by the authority of the American Congress, and the executive department of the government; in the presence of these survivors of the great struggle; in the midst of this historic woodland, whose leaves were reddened with heroic blood, and whose giant oaks still bear upon their shivered trunks the visible track of shot and shell; by these

flowing fountains, whose crystal waters symbolize the purity of purpose which convenes us—in the presence of all these witnesses, and in the name of this great Republic and its people, we set apart, as an American Mecca, and consecrate for all time, this immortal battleground, made forever glorious by American valor.

9. PATRIOTIC SONG.....Tune—"Hold the Fort"

Once it waved in time of bloodshed
O'er the battle plain;—
Now above a land united,
Free from slavery's stain.

Chorus—Floating o'er the heads of freemen,
May it wave above
O'er the homes we prize so dearly
And the land we love.

PATRIOTIC SENTIMENTS.—[Let each pupil rise in his seat and repeat one of the following sentiments. Let there be no calling of names. It will thus appear voluntary.]

10. "True patriotism consists in doing one's whole duty in times of peace as well as war. It is better to live for one's country than to die for it. What the country needs to-day is good citizens, whether they are voters or not."

11. The American flag is an emblem of American characteristics in national life; white is the emblem of purity, red of valor, and blue of justice. It represents everything that is dear to us, and is our emblem of national power and honor.

12. "How our hearts fill with joy as we behold the beauteous emblem of liberty floating in the air over the school-houses or other public buildings! It tells of many hard-fought battles, many soldiers wounded, and many homes made desolate. It also proclaims our country's freedom and peace with all nations."

13. "The flag is the emblem of our country. It is our pride, our companion, our protector."

14. "The first distinctively American flag was unfurled to the breeze on the 1st of January, 1776. It consisted of seven white and 'seven red stripes' and bore upon its front the 'red and white crosses of St. George and St. Andrew.' It was called 'The Great Union Flag.' This flag quickly displaced all other military devices and became the battle banner of the American Army. In 1777, it was greatly changed and thirteen red and white stripes were used to denote the thirteen states and thirteen stars were used to denote the union of those states. And our flag still retains its stars, occasionally adding one to the number. We have never found it necessary to ask true American citizens to respect and honor our flag. When General Dix, on the 29th of January, 1861, penned these memorable words: 'If any one attempts to haul

down the American flag, shoot him on the spot,' the loyal people of the nation said 'Amen, so let it be.' "

—*Rev. H. H. Birkins.*

15. "Our flag protects an American citizen in any foreign country. On Spanish soil, a man entitled to the protection of our government was once arrested and condemned to die. The American consul interceded for his life, but was told that the man must die. The hour appointed for the execution came and Spanish guns were ready for the work of death. At that critical moment the American consul took our flag and folded its stars and stripes around the person of the doomed man, and then turning to the soldiers, said: 'Men, remember that a single shot through that flag will be avenged by the entire power of the American republic.' That shot was never fired and the man, around whom the shadows of death were gathering, was saved by the Stars and Stripes."

—*Rev. H. H. Birkins.*

16. "Its stripes of red, eternal-dyed with heart streams of all lands;
Its white, the snow-capped hills, that hide in storm their upraised hands;
Its blue, the ocean waves that beat round freedom's circled shore;
Its stars, the print of angel's feet that burn forevermore."

—*James Whitcomb Riley.*

17. "I have been in every state and territory of the Union, and I can truly say that I never came away from any one of them where I had not found something to make me proud of my country. All that I do contend for is that you will find here more kinds of good things and more of them than you will find anywhere else on the face of the globe.

"Let the dead past bury its dead. You at least, have no reason to complain. You got away with as many of us as we got away with you. The brave men who have gone to heaven have long ago settled the account before that court where all is made right that so puzzles us here. God reigns and the government at Washington lives. That should satisfy us all. If there is any more fighting to be done, let's go and lick England and take Canada; let's go and lick Spain and take Cuba; let's go and lick creation and make the unspeakable Turk vote the American ticket. We can do it. Shoulder to shoulder, with the world before us and old glory above, who shall stop us?

" 'No surrender, no pretender,
Pitted together in many a fray;
Lions in fight,
And linked in their might,
The North and the South will carry the day.' "

—*Henry Watterson at G. A. R. Reunion, Sept. 20, 1895.*

18. There is a great reserve of patriotism. We differ and fall apart and things fall into evil ways in public affairs. Some say free government is a failure and the people going wrong, but, my countrymen, it is not so. Mr. Lincoln expressed it truly when he said, "The people

may get off the line, but they will wobble right after awhile." So let us not lose faith. When the powers of evil seem to lift themselves, when men throw out the red flag instead of the starry banner that represents law and liberty, do not be discouraged; do not forget, for I tell you when the appeal comes to the great body of the American people, when it comes to the farms and the shops, to those who are the sons of the soldiers of 1861, no other flag will be permitted to stay for one moment in the air, but that starry banner. We now have the flag over the schoolhouses. I remember at the centennial of Washington's inauguration in New York City how greatly I was impressed by the acres of flags that were spread on the faces of the great buildings. The thought came to me as I rode along, what will they do with all these flags when the celebration is over. That night at a banquet, I ventured to suggest that they be sent to the schoolhouses and raised over them and now that has generally been done. Every American citizen ought to have a flag in his house—in it or over it.—(*Speech of ex-president Harrison, at the re-union of the Seventieth Indiana Regiment, Sept. 6, 1893.*)

19. TEACHER—What is the symbol of our nation?

20. SCHOOL IN CONCERT:—

The symbol of the nation is the national flag, the stars and stripes. *It stands for our homes, for our schools and for our country.* The honor of the nation is the honor of its flag and thus do we honor the nation in honoring the flag. (*All standing repeat in concert.*) To our flag, the starry banner, and to our country, which it represents, we pledge our fortunes, our lives and our sacred honor.

21. SONG Air—*Dixie*

Hail, fairest flag on land or ocean,
Setting all the world in motion!

Awake! Awake!

Salute the flag!

Its stars so bright, its stripes so fair,

Awake! Awake!

No other with it can compare,

That sails the sea, that rules the air,

Awake! Awake!

Awake! Salute Old Glory!

O, come ye patriots to the rally!

Come from every hill and valley,

Awake! Awake!

Salute the flag!

The stars and stripes for freedom stand,

Awake! Awake!

O, come, and for your country band,

And pledge your head and heart and hand,

Awake! Awake!

Awake! Salute Old Glory!

[NOTE.—For additional programs the teacher is referred to the September JOURNAL for 1893 and February JOURNAL for '94 and '95]

EDITORIAL

IF you do not get your JOURNAL by the 15th of the month write at once.

THE Indianapolis school board, after considering the question of extending the time for which the superintendent is elected decided not to make any change. The JOURNAL is of the opinion that it made a mistake. The term should have been extended. When superintendents and teachers have demonstrated their ability to do good work, they should not be subjected to the annoyance of an annual election.

THE Supreme Court has settled the question: the late county superintendency law is *not* constitutional, and old county superintendents hold over. The JOURNAL wishes to repeat what it has said before: viz. (1) that June is the best time at which to change county superintendents; (2) that county superintendents should be elected for four years; (3) that the superintendent should be elected one year after the trustees take their office, so that trustees and superintendents shall not be changed at the same time. If the politicians in the last legislature had listened to the request of educational people all these things would have been secured.

THE September issue of THE JOURNAL was a larger number than made for the same month last year, and was thought to be ample, but the sequel proves that the issue should have been greater. This will explain to quite a large number of new subscribers why they did not receive the September number. We regret very much, not that our list of subscribers is larger, but that we did not prepare for the increase, and must therefore disappoint a large number of readers. The friends of THE JOURNAL will be glad to learn that its list of regular subscribers is larger than ever before.

Any one sending the April, May and June JOURNALS for 1895, or any one of them, will have his time extended one month for each JOURNAL received.

CARE FOR THE HEALTH OF THE CHILDREN.

Remember, teacher, that you are responsible for the *health* of the children. The intellectual and moral training of children is of great importance, but they ought not be required to sacrifice their health in order to get it.

Most school rooms are not constructed on sanitary principles and this makes it the more necessary that teachers look carefully after the ventilation and heating. With from thirty to fifty children in each room, this is not an easy matter.

It is a sad fact that, each year, hundreds, yes, thousands of children while trying to get an education, are compelled to sit in badly heated, poorly ventilated, illy lighted school rooms, and as a consequence plant the germs of disease, and in not a few instances are hastened to pre-

mature graves. However desirable an education may be, it is not worth the getting when health is the price paid.

If teachers will bear in mind that, next to moral character, health is of most importance, much can be done to avoid sad results. **SAVE THE CHILDREN.**

THE SCHOOL LAW OF INDIANA.

Superintendent Geeting has just issued a revised edition of the school laws. It contains all the laws passed by the last legislature and omits all laws repealed or supplanted. The decision of the supreme court coming after the book was in press, of course, knocks out one section.

Introductory to the law, superintendent Geeting has printed a paper he prepared at the request of the Board of World's Fair Managers for Indiana, on "A History of the School System." It comprises twenty-two pages and is very complete. It is of much value and will be highly appreciated by the teachers of the state.

As a supplement to the law, Mr. Geeting has printed the constitution of the state of Indiana, thus putting this valuable document within easy reach of the teachers. The index is very complete and the volume should be in every teacher's library. It can be had simply for the asking and sending to the Superintendent 11cts. for postage.

THE DENVER MEETING.

As stated before, the Denver meeting of the N. E. A. was the largest in the history of the association. The enrollment reached the magnificent total of 11,297. The next largest meeting was held at Chicago in 1887 when the enrollment was 9,086. The third largest was at San Francisco in 1888, the enrollment being 7,220, but California itself furnished 4,278 of these. The record shows every state and territory in the Union had a representative at Denver. Indiana is credited with 321. The executive officers certainly deserve great credit. A gentleman who is a good judge and who has not missed a meeting in many years says that, all things considered, Nicholas Murray Butler made the best president the association has ever had. He has certainly no superior as a presiding officer.

PATRIOTIC DAY.

At the State meeting of county superintendents last June, E. L. Hendricks, of Johnson county, read a paper on "Should we Have a Uniform Day and Program for Patriotic Exercises in the State?" Mr. Hendricks made a strong plea for such a day, and after thorough discussion Nov. 7 was agreed upon as "Patriotic Day." To help teachers in preparing for this day the JOURNAL gives on another page a sugges-

tive program. Of course, teachers will modify it to suit their own ideas as to what will be the most suitable for their schools. It is to be hoped that the day will be generally celebrated.

State Sup't Geeeting heartily endorses the movement and thinks the State Association should take action upon it.

Governor Matthews speaks for himself in the following letter:

EXECUTIVE DEPARTMENT,
INDIANAPOLIS, IND., Sept. 27, 1895. }

Prof. W. A. Bell, Editor Indiana School Journal, Indianapolis, Ind.:

MY DEAR SIR:—The action of the county school superintendents in setting apart November 7th as Patriotic Day is to be highly commended. Nowhere can the seeds of a true and inspiring patriotism be better planted, and with the highest hopes of bearing fruit, than in the minds of the school children. If the day be properly observed and there is no doubt of this from the high character of both superintendents and teachers throughout the state, the results will be for good. Wishing to the effort every success, I am,

Very truly yours,
CLAUDE MATTHEWS, Governor.

YOUNG PEOPLE'S READING CIRCLE.

[The following letter recently sent to all the trustees of the state needs no comment.]

TO THE TOWNSHIP TRUSTEE:—

Dear Sir:—As secretary of the Young People's Reading Circle of Indiana, I write you briefly concerning the importance of this work.

In 1883 the "Teachers' Reading Circle" was organized by the State Teachers' Association. This organization proved to be of such great help to the teachers that an effort was made to reach the children of the state in a similar way. The question was discussed at the state Teachers' Association, Dec. 1887. As a result of this discussion the "Young People's Reading Circle" of Indiana was organized. I think this was the greatest action ever taken by the Teachers' Association. It is a question of the highest importance. The placing of the general reading of the one-half million children of the public schools under competent guidance and control for the past eight years has been productive of the most beneficial results. The substitution for the *trashy* and often *vicious* reading matter, which finds its way into the hands of the children and youth, of a grade of literature at once sound in its content, chaste in language and imagery, and pure in its moral tone, has been one of the greatest blessings that has ever come to the children of Indiana.

"Very few homes are provided with information and suitable reading matter for children." In the school room the children need more reading matter than is found in the text books. The Young People's Reading Circle will meet this need in the home and school, and trust-

tees cannot make an investment which would be so helpful as the purchase of these books for all the schools. "Of all the supplies that could be put in the school room, there is nothing, it seems to me, that would yield such returns as a series of these books." If you can arrange to place a full set of these excellent books in each of your schools each year during the four years you are in office, you will have established a school room library which will do more for the pupils than any other investment that could be made.

Trusting that you will be interested in this, the greatest of all lines of educational work in connection with your many duties, I am,

Yours truly,

F. A. COTTON, Secretary Y. P. R. C.

Grant, Vermillion, Whitley, Delaware, Union, Cass, Madison, Rush, Shelby, Marion, Miami and Steuben counties report the Young People's Reading Circle work in excellent condition for the coming year.

In Johnson county all the trustees except one have agreed to place this year's book in all of their schools. In Green county, five of the fifteen trustees will buy the books, and two other trustees in this county will supply all that the teachers fail to make in entertainments.

"THE NEW LAW" AGAIN.

Editor Indiana School Journal:

While reading the letter on "the new law" in the September JOURNAL, I was impressed with the writer's apparent lack of sympathy with the new law, and fearing that it but voices the sentiments of many city and county superintendents and teachers throughout the state, I beg leave to say a few words in favor of temperance teaching in the schools.

Your correspondent asks: "Will the teaching of the effects of alcohol and narcotics bring about the required end; will the next generation, after having received the prescribed instruction, no longer tamper with alcohol;" also, "will saloons and saloon-goers be no more?" Why not ask whether diphtheria, typhoid fever, consumption or dyspepsia, will, by another century, be no more? Not long since I saw in a certain school yard a pump handle chained down because the water in the well had been condemned by the health officer. It is taught that to drink impure water is a fruitful source of disease. Are we to suppose that if the pupils in this case are told that the effect of drinking the water is evil, that they will forthwith drink it, getting it by fair means or foul?

Why teach the laws of hygiene at all? Doubtless there will be disease in this and coming generations. Should not children be taught the evil effects of drinking impure water; sleeping in poorly ventilated rooms; sitting with wet feet and bolting unwholesome food, washing it down with tea or coffee, for fear that the little Tom Sawyers will straightway do the very things that parents and teachers have advised them not to do?

It may be that there are flaws and "inconsistencies" in the new law, but is it not a step in the right direction? It seems to me that those teachers who have it at heart "to show their pupils the incalculable value of right living" will be glad of even "twenty pages" on this important subject. They need not be confined to this limited amount, but may consult other sources of information, and with heart and soul teach the boys, especially, the terrible effects of the tobacco and drink habit. Children know when their teachers believe in what they are teaching.

Occasionally, teachers are heard to say that it is best to dwell on the moral side of this question, rather than on the physiological; but if alcohol and tobacco are not injurious to the system, then there is no more harm in the fragrant Havanna than in the lovely rose; in the sparkling wine-cup than in the refreshing lemonade. Surely the virtues of morality should be taught, but physiological instruction is equally important. A lady once visited a prison, finding one of the class of young men whom she had taught in the Sabbath-school for four years in a murderer's cell. "Oh, Frank," she gasped, "how came you here? I thought I had taught you better." The young man, who had killed some one in a drunken frenzy, said. "You taught us that we must not lie, or steal, or swear, but you never taught us the dangers of drinking."

Teachers who have the temperance spirit at heart have not waited for a law compelling them to do what is plainly their duty in this matter.

A teacher who began teaching at the age of nineteen, during the ten years she taught, never failed when occasion came to talk to her pupils upon the evils of tobacco-using. Her experience was not that the boys became users of tobacco, but, on the contrary, had a wholesome horror of it. One boy's mother reported him as, time after time, crying and begging his father to desist from smoking.

I believe that a sympathy with the new law, coupled with an earnest desire to save the boys, is all that is needed to make it a partial success at least. If great results are not reached immediately, let us not be discouraged. Let us make the best of even a small opportunity, and surely some good will come of every honest effort.

MRS. IDA F. DICKERSON,

Superintendent Newton County Loyal Temperance Legion.

GOODLAND, IND.

"WHAT KNOWLEDGE IS OF MOST WORTH" was the subject of Nicholas Murray Butler's inaugural address at the last National Association, at Denver. It was an address of much power and of unusual interest. Six pages of it will be found in the September issue of the JOURNAL, in the department of Pedagogy. The address was printed in full in the September number of the *Educational Review* and it has also been bound by itself in pamphlet form, by Henry Holt & Co., New York City.

THE OUTLINES OF TOWNSHIP INSTITUTE WORK are the best yet made, at least this is the concensus of opinion up to date. Fifteen thousand were originally issued, but these have been exhausted and the cry is for *more*. Another edition has been ordered and will soon be ready.

STATE SUPERINTENDENT, D. M. GERTING, made a tour of the institutes in which he traveled nearly 3,500 miles. His addresses were well received and highly appreciated. His plea for high school privileges for all the boys and girls of the state is bearing fruit. It is safe to say that the state has never had a more popular superintendent.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN AUGUST.

SCIENCE OF EDUCATION.—1. What is meant by esthetic education?
2. Should school buildings and rooms and school grounds be beautiful as well as adapted otherwise to their purposes? Justify your answer.

3. How can a person learn to appreciate music of a high order?
4. How can one grow into an appreciation of the best in architecture, statuary and painting?

5. How would you lead the children to an appreciation of the beauty of the natural world about them?

6. Do you believe there is any connection between an appreciation of and a love for the beautiful and correctness of moral action? Explain.

7. If you could arrange a school room for eighth-year pupils just as you would wish it, what provisions would you make for the esthetic education of the pupils?

8. Name several American writers who manifested great appreciation of the beauty of the natural world.

9. What are some of the leading objects of beauty in the natural world about us?
(Any six.)

READING.—“The study of children, with a view to discover and map out all the roads to development that naturally manifest themselves, has become a great movement in this country, thanks to the enthusiastic efforts of Dr. Stanley Hall. Very important, too, is the movement of higher education toward the preparation of better professional training for teachers, shown by the establishment of chairs of pedagogy in the colleges; also, the other movement looking toward conferences of experts appointed to discuss existing courses of study and to recommend better programmes and better methods of teaching—the report of the Committee of Ten being the typical example of this latter movement.”

WM. T. HARRIS.

1. What grade of pupils would be able to read the above selection understandingly?

2. Define pedagogy, typical, conferences, chairs, experts.

3. What is the Committee of Ten?
4. Who are Wm. T. Harris and Stanley Hall?
5. How would you examine a class in reading?
6. In what ways and to what extent should a reading lesson be made a lesson in language.
7. Read the above selection for the Superintendent. (40.)

HISTORY.—1. In what respects did the Puritans and Pilgrims differ? In what were they alike?

2. Who was Roger Williams? What opinions did he hold? State something of the vicarious life that he led and name the city that he founded.

3. What were the Navigation Acts?

4. The "Right of Nullification" was treated how by President Jackson? Its discussion culminated in what great debate?

5. Briefly relate the impressive occurrences of the month of April, 1865.

5. Why is the "Old South Meeting House" at Boston of peculiar interest to all visiting students of American history? (Any five.)

GRAMMAR.—1. Write a sentence containing a direct quotation in which the use of the colon is necessary. Write a sentence containing an indirect quotation.

2. Correct: Of all the other yachts, the Naiad sailed the faster. The strifes of the chieftens ended. Let every person pay their taxes. The public monies were wasted. I heard distant echos. I do not doubt but what you could obtain the place. You overdone your part. Eve was the fairest of all her daughters.

3. Give the infinitives and participles, active and passive, of the word write.

4. Classify as transitive or intransitive: lie, lay, sit, set, rise, raise. What is a redundant verb? Illustrate. A defective verb? Illustrate.

5-10. The sum of two hundred thousand dollars has been left by John Herron to the Art Association of Indianapolis. Tell what disposition you think would be wise for them to make of it. Write not less than thirty nor more than forty lines. Discussion to be graded on development of subject and all matters of grammatical construction, spelling, punctuation, penmanship and diction.

GEOGRAPHY.—1. Discuss France with reference to: *a.* Surface and drainage. *b.* Government. *c.* Industries. *d.* Commerce.

2. Give the general distribution of the races.

3. What are the chief manufacturing interests of Indiana?

4. From what countries does the United States obtain the following: Coffee, tea, rice, sugar, indigo, silk, opium, wines, tin and porcelain ware?

5. Is there any relation between the coast line of a country and its civilization? Give reasons for your answer.

6. Why is manufacturing the chief industry of the New England States?

7. What are the chief exports of Australia? Imports?
8. Name and give location of five large inland cities of the United States.
(Any six, not omitting the first.)

ARITHMETIC.—1. Illustrate your method of teaching percentage.

2. How do you explain to a pupil the process of the reduction of two or more fractions to a common denominator? State the principle involved.

3. Reduce $.0375 \times .006$ to a fraction in its lowest terms.

4. A man bought the E. $\frac{1}{4}$ of N.E. $\frac{1}{4}$ of N.W. quarter of a section of land at \$25 per acre. What did it cost? Plat a section of land showing the location of the farm.

5. A, B and C are partners. A puts in \$4,500 for nine months, B \$6,300 for one year, C \$10,800 for five months. Divide a loss of \$6,300 between them.

6. If money is worth 5%, for what sum must a note be drawn for 90 days to yield \$1,776.75?

7. State the value, if any, of the use of formulæ in the solution of problems in percentage.

8. On reaching San Francisco from New York my watch was 3 hours, 14 minutes, 8 seconds fast. The longitude of San Francisco is $122^{\circ} 24' 40''$. Find longitude of New York.

9. A man sold 500 acres of land, receiving in payment two-thirds of the value in cash and the rest in a note due in three months without interest. He immediately discounted the note at a bank at 6%, paying \$57.59 discount. What was the price of the land per acre?

10. A man bought a horse and carriage, paying twice as much for the horse as for the carriage. He sold them both for \$662, receiving 15% more for the horse and 8% more for the carriage than they cost him. What did they each cost him?

RUSKIN'S ESSAYS.—1. What is meant by "Athena in the Heart?"

2. "The faults of a work of art are the faults of its workman and its virtues his virtues." What did Ruskin mean by this statement?

3. Distinguish between the wisdom of the Muses and the control of Athens in connection with art.

4. What does Ruskin affirm in regard to art and morals?

5. "Every fault or folly lessens the power to do and to enjoy." How?

PHYSIOLOGY.—1. Locate and describe briefly the Medulla Oblongata and name the reflex nerve centers located within it.

2. What do you regard as the function of the cerebellum? Give reasons for your view?

3. What is an astigmatic eye? Is its occurrence rare or frequent? What would you suggest for its relief?

4. What foods do you consider most appropriate for this time of the year? Give your reasons.

5. What clothing and why?

SCIENTIFIC TEMPERANCE.—1. How does a moderate drink of alcohol affect the heart's action?

2. Why should the liver suffer from the use of alcohol? To what extent does it suffer?
 3. State some of the effects on the mind of the excessive use of alcohol.
 4. State some of the properties of alcohol.
 5. Enumerate some of the early symptoms of the injurious effects of alcohol.
-

ANSWERS TO PRECEDING QUESTIONS.

1. An esthetic education is one that relates to beauty, taste or the fine arts, and has for its basis the principles underlying these subjects.
2. Most certainly; the child's life is unconsciously influenced by the spirit and the condition of its environment. Through the windows of the soul the child daily receives impressions, each of which adds its mite in the formation of character. If order, beauty, neatness are qualities that almost constantly meet the eye, the life of the child is constantly endeavoring to possess the same qualities and is not satisfied with others that are forbidding and undesirable.
3. A person learns to appreciate music of a high order by hearing and studying it, by cultivating a taste for it and by associating it with the thoughts that form its ground-work.
4. By a study of them in their best lines; by a study of their growth and progress and of the lives of those who became eminent in these lines; by a study of the times in which they lived and of the ideas which represented the spiritual or the historical element contained in the architecture, statuary or painting.
5. By a study of landscape—of rolling hills, towering mountains, winding streams, blooming flowers, singing birds, waving trees; of the beautiful blending of colors; of the exquisite forms, delicate workmanship, etc., manifest in the vegetable world; by a study of the beauty and grandeur of the heavens—the clouds, the stars, etc.
6. An appreciation of the beautiful and a love for it indicate a condition of the judgment and of the finer sensibilities that would cause them to choose and admire correctness of moral action, for in such actions are characteristics kindred to beauty and harmony. He that loves beauty is not inclined to be immoral.
7. In this room should be pictures—some representing beautiful and grand scenery; and others, most pleasing and impressive by reason of the ideas embodied in them; and still others representing persons of noble lives and characters. The walls should be tastefully papered, arranged and decorated. In a conspicuous place there should be "Old Glory," carefully draped, and there should be statuary not only beautiful, but in which some great idea would be represented. Other things, as the library, the furniture, the apparatus, should be in keeping with the purpose and the surroundings. Flowers should not be forgotten. In fact, one hardly knows where to stop in enumerating the many objects that would contribute to the purpose mentioned.

8. Bryant, Thoreau, Drake, Lanier, etc.

9. Summer clouds, the sky, the rainbow, the stars, wild flowers, forest groves, dewdrops in the sunshine, etc.

READING.—1. Perhaps the highest common school grade could read it understandingly. None below this grade could appreciate it. All above this grade should be able to understand it thoroughly.

2. See any good dictionary.

3. The Committee of Ten was appointed at the meeting of the National Educational Council at Saratoga July 9, 1892, with power to select members for certain educational conferences and to arrange their meetings, the results of all the conferences to be reported to this committee for such action as it might deem appropriate. The Committee organized the conferences and adopted a list of questions as a guide for the discussions. Most of the work was in regard to secondary education.

4. Wm. T. Harris and Stanley Hall are eminent educators. The former is now United States Commissioner of Education. Dr. G. Stanley Hall is President of Clark University and a prominent writer and lecturer on educational topics. He is the editor of several educational works published by D. C. Heath & Co.

5. A selection wholly new to the class should be chosen as material. The questions on this selection should cover, in general, the purpose of the author, the style of the selection, the main thoughts embodied in the language, etc. For the oral work each member of the class should be taken alone and tested on his power of orally expressing the language so as to indicate the true meaning. Various questions, if applicable, should be asked as to the hidden meaning in certain sentences and as to the character and the force of the selection.

6. A reading lesson is itself a high type of language lesson, the unity of which should be seldom broken. To divide the mind's energy and to change the nature of its thoughts would here weaken its effectiveness in appreciating and fully understanding the lesson. Incidentally a peculiar or an unusual construction might be noted; also, the possibility of improvement by transposition or the use of synonyms. Correct pronunciation must be secured. Etymology and word-building might now and then be desirable in a reading lesson. Usually, however, it is injurious to distract the mind in any way from the true reading lesson.

HISTORY.—1. The Puritans sought to reject Romish forms, yet were content to make reforms within the folds of the church. The Separatists, part of whom were Pilgrims, also sought to reject Romish forms and in addition wished each congregation self-governing in religious affairs. They also wished the word freely preached and the "sacraments administered without idolatrous gear." The Pilgrims were tolerant, the Puritans quite the reverse. (See paragraph 69 of text book.)

2. The question of toleration came up when a young man by the name of Roger Williams arrived in the new world. He had no sympathy

with the exclusive notions of the Puritans, but in 1633 he went to Salem, where he became pastor of the church. He opposed the union of church and state. He also opposed enforced attendance on church and all contributions for religious purposes which were not purely voluntary. He held that the king was an intruder and had no right to grant American lands to colonists; that honest patents could be procured only from the Indians by purchase, and that all existing titles were therefore invalid. He was ordered (January, 1636) to return to England, but he escaped and passed the winter in missionary service among the Indians. He was in a wilderness in the depth of winter, "not knowing what bread or bed did mean." (See paragraph 81.)

3. The Navigation Acts were acts that restricted trade so as to protect English shipping. There was one in 1645 and another in 1651, a very stringent one, which provided that the rule as to the importation of goods into England or its territories in English-built vessels, English manned, should extend to all products of the growth, production or manufacture of Asia, Africa or America or of any part thereof, etc. (See paragraph 56.)

4. The "Right of Nullification" was pronounced by President Jackson as "incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution, unauthorized by its spirit, inconsistent with every principle on which it was founded and destructive of the great object for which it was formed." Long before this statement by Jackson the doctrine of nullification had been more or less touched upon in the newspapers and in Congress until at last, under the discussion of "Foote's resolution," there came about the great debate between Hayne and Webster on the right of nullification. (See paragraphs 266 and 267, also 268.)

5. During this month occurred the surrender of the chief confederate armies, but the most impressive occurrence was the assassination of President Lincoln. (See paragraph 355.)

6. In exciting times Faneuil Hall was too small to hold the people and the meeting used to adjourn to the "Old South Meeting House," which is still standing. In and around this building was where seven thousand people assembled Dec. 16, 1773, to discuss the landing of the tea. (See paragraph 159.)

GRAMMAR.—1. Yesterday I received the following notice:—"There will be a meeting, etc." He stated that *he believed the man to be guilty.*

2. (a) Of all the yachts, the Naiad sailed the fastest. (b) The strifes of the chiefs ended. (c) Let every person pay his taxes. (d) The public funds were wasted. (e) I heard distant echoes. (f) I do not doubt that you could obtain the place. (g) You overdid your part. (h) Eve was fairer than any of her daughters.

3. *Infinitives*:—to write, to have written; to be written, to have been written. *Participles*:—writing, having written, written; being written, having been written, written.

4. Transitive:—lay, set, raise. Intransitive:—lie, sit, rise.

A redundant verb is one that has more than one form for some parts

of its conjugation; as, burn—past, *burned* or *burnt*. A defective verb is one having no form in some parts of its conjugation; as, ought, beware, quoth, etc.

GEOGRAPHY.—1. A good portion of France is level. High mountains on the east and south, sloping gently westward, determine the drainage of five-sixths of its territory. In the eastern part, is a valley trending north and south, through which the Rhone flows. The government is a Republic. The industries are agriculture, manufacturing, mining, etc. In the extent of its commerce and the value of its manufactures, it ranks close to Great Britain.

2. America is the home of the Indian, or red-brown race; most of the brown people are found on islands south-east of Asia; the north and east slopes from the Asian highland are the home of the yellow race; most of central and southern Africa, and nearly all of Australia, constitute the home of the black race; the home of the white race in the Old World lies between the lands of the black and the yellow races; it reaches from the desert of Sahara to the Arctic shore, and includes also the part of Asia lying south and west of Thibet. The white race is also found in central North America and in a portion of western South America.

3. Plate glass, agricultural implements, furniture, buggies, house furnishings, leather, railroad cars, cooperage, etc.

4. *Coffee* from Brazil, India, Ceylon and Central America; *tea* from China and Japan; *rice* from India and China; *sugar* from the West Indies; *indigo* from Central America, Bengal, and Madras; *silk* from China, Belgium, and France; *opium* from India, Persia and Turkey. *Wines* from France, Spain and Holland. *Tin* from Australia, Holland, Java and England. *Porcelain* from France, Germany, Italy and England.

5. If the coast line of a country is broken into numerous harbors and bays, vessels can find protection from the disasters of the open sea and can command, for purposes of trade and travel, a great many miles of coast within a few miles of latitude. These advantages may play a very important part in the development of a country. Eastern North America was open to the early discoverers through its far inland reaching estuaries and navigable rivers. South America and Africa have a comparatively even coast line and present some difficulty to man in his attempt to penetrate into the interior.

6. The New England States have excellent water power, deep harbors, soft-wood forests, and quarries of building stone. These advantages have made manufacturing the chief industry in these states.

7. Wool, gold, wheat, tin, live-stock, coal, copper are the exports. Linen and silk goods, woollen goods, sugar, iron, steel, hardware, tea, beer and ale, books, machinery.

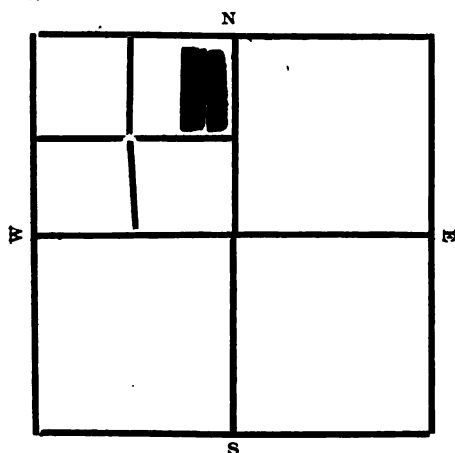
ARITHMETIC.—1. By fractions. The per cent. is considered a decimal fraction, which is reduced to a common fraction. There is no necessity of impressing the mind of the pupil with the idea that percentage is something new. Let the pupil recognize in the per cent. a

certain fractional part, and he is at home, the process being at once familiar to him. After this procedure is part of the pupil's power, the process of thinking through a problem is identical with that if a common fraction should be used instead of a certain per cent.

2. The principle involved is the measurement of each fraction by an exact common unit of measure. For example out of $\frac{1}{2}$ an exact number of twelfths can be made; out of a fourth an exact number of twelfths can be made. These ideas should be illustrated objectively to the pupils. Then the number of twelfths in any number of thirds or any number of fourths is easily reckoned.

3. Answer, 40858.

4.



The dark portion is the part sold. At \$25 per acre 20 acres would cost \$500.

5. Reducing the investments to a basis of one month, we have—

A	$4500 \times 9 = 40500$	15
B.....	$6300 \times 12 = 75600$	or as, 28
C.....	$10800 \times 5 = 54000$	20
	<hr/>	<hr/>
	170100	63

$\frac{1}{3}$ of 6300 = 1500, A's loss; $\frac{2}{3}$ of 6300 = 2800, B's loss; $\frac{1}{3}$ of 6300 = 2000, C's loss.

6. The proceeds of \$1 at 5 per cent. for 93 days is \$1.1776; \$1776.75 contains this 1800 times; hence the face must be \$1800.

7. In our opinion their value is very small. When fractions and decimals are taught correctly, percentage falls in line as an application of either, and there is no more use of formulae in percentage than there is in fractions or decimals. The terms, *base*, *rate*, *percentage*, etc., in their technical use, should be eliminated from our arithmetics.

8. Ans. $73^{\circ} 52' 40''$.

9. The discount of \$1 at 6 per cent. for 93 days is \$.0155, and \$57.50 contains this 3709.676 times; hence, the face is \$3709.676, which is one-third the value of the farm; therefore, value of the farm is \$11129.038, or \$22.258 per acre.

10. Let 100 per cent. be the cost of the carriage; then 200 per cent. — cost of the horse; $100+8=108$; $200+30=230$; $108+230=338$; $338\% = \$662$, from which we get 100 per cent. — $\$195\frac{1}{4}$, 200 per cent. — $\$391\frac{1}{2}$.

RUSKIN'S ESSAYS.—1. "Athena in the heart means that wisdom inspires human virtue and human art;" "Athena conceived as the directress of human passion, resolution and labor." (See pages 281 and 365.)

2. "Great art is the expression of the mind of a great man, and mean art that of the want of mind of a weak man. A foolish person builds foolishly and a wise one sensibly; etc. (See pages 366 and 367.)

3. "The Muses with their king preside over meditative, historical and poetic arts, whose end is the discovery of light or truth, and the creation of beauty; but Athena rules over moral passion, etc. (See page 366.)

4. That "all art is, in its roots, moral; for in the work of his hand man has revealed his own weakness or virtue; so the nature or quality of his art creations become the infallible measure of his moral state." (See page 281.)

5. "The law of life is inexorable. Every fault or folly lessens the power to do or enjoy; every effort after rightness of action strengthens the will and enlightens the judgment." "Every act, every impulse of virtue and vice, affects in any creature face, voice and nervous power, and vigor and harmony of invention, at once." (See pages 281 and 370.) Perseverance in rightness, etc.

PHYSIOLOGY.—1. Upon the anterior portion of the cerebellum commences the spinal cord, the upper portion of which, situated within the skull, is about three inches in length and one in breadth, and is called the medulla oblongata. (See pages 224 and 243 of text-book.)

2. The cerebellum presides over the coördination of voluntary muscular movements, as in walking, speaking and similar actions requiring several sets of muscles to be used at the same instant. Accordingly in animals which possess the greatest variety of movements, we find the largest cerebellum. In experimenting on animals it is found that the power of coördination is completely lost when the cerebellum is removed.

3. An astigmatic eye is one in which its different meridians have different degrees of curvature; the defect is corrected by the use of cylindrical glasses, the curvature of which, added to that of the minimum meridian, makes its focal length equal to that of the maximum meridian. Astigmatism is not of frequent occurrence.

4. For this time of year, meats are not desirable. Cracked wheat or oatmeal may be taken to give strength; celery as an aid to the kidneys; fruits to act upon the liver; tomatoes to regulate excretions; watermelons to carry away fevers; etc. Heat-producing foods should be avoided. Soups are desirable for besides furnishing the requisite amount of liquid, they are very nourishing.

5. Use white or gray clothing because such colors are "cool;" that

s, they receive and retain a smaller amount of heat than do other colors. The texture should be such as to admit fresh air through it, or should be so arranged that the air may pass beneath it. It should be loose enough to allow free movement and light enough to be comfortable.

SCIENTIFIC TEMPERANCE.—1. At first a moderate drink of alcohol quickens the heart's action, but this action is speedily followed by depression.

2. The liver suffers from the use of alcohol because so much blood passes through it. The alcohol produces speedy irritation, the capillaries increase in size and the organ becomes greatly enlarged, because it is gorged with blood. If the stronger drinks are used the large quantity of alcohol produces a thickening of the connecting membranes, causing the organ to contract, sometimes producing rounded projections on the surface, giving it the name of hob-nailed liver. A fatty condition of the liver is sometimes produced, which proves that nutrition is deranged and that vital power is diminished.

3. The excessive use of alcohol weakens the will and destroys the reason and the judgment. The kind and noble become brutal and selfish and insanity may at last result.

4. It is a volatile, inflammable, colorless liquid of a penetrating odor and a burning taste.

5. Lack of power to concentrate attention, neglect of duty, weakening of muscular activity, loss of will power, a lowering of the better nature, a desire for more alcohol, etc.

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Ind. They should be received by us by Oct. 18. Be prompt.]

SOLUTIONS.

87. $116^{\circ} 28' 54'' + 122^{\circ} 26' 15'' = 238^{\circ} 55' 9''$, which corresponds to a difference of time of 15 hr., 55 min., $40\frac{1}{2}$ sec.; counting back this overbalances the 10 hr. 30 min. by 5 hr., 25 min., $40\frac{1}{2}$ sec., the time before midnight; it is, therefore, 34 min., $19\frac{1}{2}$ sec. past 6 P. M., Dec. 31, 1894. (M. M. Zinkan, Washington, Ind.)

88. 3 per cent. = \$3018; 100 per cent. = \$100600; $90037 + 100600 = .89\frac{1}{2}$; hence stock is selling at $89\frac{1}{2}\%$. (M. A. Tremain, Crawfordsville.)

92. 20 rails to one rod would indicate 80 rails for every rod the field is in width, to fence the four sides. Then one rod in width must fence 80 acres, or 12800 sq. rds. The field would be 12800 rods square, and would contain 1024000 acres. (Walter N. Vanscoyoc, Crawfordsville.)

Or, thus: Let x = rods in one side; x^2 = acres in field; $x^2 = 80x$;
 $x = 12800$; $x^2 = 1024000$, acres in field. (M. M. Zinkan.)

(Solutions to others have not yet been received.)

SOLUTIONS REQUESTED.

Indiana Complete Arith., page 283, Ex. 44: $\$.90 \times 125 \times 5 = \562.50 ; the present worth of this sum due in 12 mo. (at 10%) is $\$511.36 + \$.95 \times 125 \times 5 = \593.75 ; the present worth of this sum due in 6 mo. (at 10%) is $\$565.47 +$. $\$565.47 - \$511.36 = \$54.11$, gain.

Ex. 45. If 21 is $\frac{1}{3}$ of the number sold, the number sold is 63. This divided by $\frac{1}{3} \times 8\frac{1}{4} = 9 = \frac{2}{3}$, the price of each cow; $\frac{1}{3} = 4\frac{1}{2}$; $\frac{2}{3} = 40\frac{1}{2}$, the price of each cow; 63 cows would cost $\$2551\frac{1}{2}$.

ANSWERS TO QUERIES.

4. The phrase "in fault" is an attribute predicated of the subject; therefore it is a phrase used as a predicate adjective.

5. Yes. In the sentence, "He pressed that monarch's throne a king," "throne" is the direct object, and "king" the attribute complement of "pressed."

6. The poem "My Ships" is in a volume entitled "Maurine and Other Poems," by Ella Wheeler Wilcox. "My Ships" is a little "by-play" within the poem "Maurine."

7. Each infinitive is used adverbially, and modifies the preceding verb.

8. Yes. $139854276 = (11826)^2$.

9. "Subscriber" wishes to know if it is necessary for a person to present a written application when applying to a township trustee for a position as teacher of a common school; also, when such application should be made.

A written application is not *necessary*, but it is both courteous and desirable. After such an application the applicant should see the trustee and have a personal interview. The time to make the application varies in different parts of the state; be sure to make it soon enough. We have known some to be made a year in advance.

QUERIES.

9. How should the following be corrected:

(a) Every critic is not a Carlyle.

(b) All the work of an assignment is not to be taken.

10. In the Indiana Grammar, page 184, sentence 3, what does the subordinate sentence, "When the king embarked, etc." modify? [F. Lynn, Mace, Ind.]

11. Who are some of the writers of poetry of the present day? [Albert Vandegrift, New Harmony.]

12. Can the nine digits be arranged so as to form a perfect cube?

CREDITS.—82, D. V. Gay, Coldwater, Mich.; 87, F. J. Schnarr, Porterville; 88, M. A. Tremain, Crawfordsville; 92, D. M. Deeg, Bloomington, 88, A. J. Donaldson, Washington; 82, 84, Mabel M. Heer, Kendallville; 87, 88, B. D. Richardson, Valma; 88, 92, Alton Blunk, Crown Center; 87, 88, 92, M. M. Zinkan, Washington; 82, 83, 84, 85, 86, Edward Wade, Montgomery; 92, Louis Ash, Buffalo.

PROBLEMS.

93. Four men did a piece of work for a certain price; in dividing the money A took \$60.06 and $\frac{1}{10}$ of the remainder; B then took \$70.07 and $\frac{1}{10}$ of the remainder; C next took \$80.08 and $\frac{1}{10}$ of the remainder; D then took what was left; by this division they received equal amounts. Find what each received. (C. M. James, Arcadia, Ind.)

94. At what time between eight and nine o'clock will the minute hand be $\frac{1}{4}$ of the distance from 12 to the hour hand?

(F. L. Cowger, Battle Ground, Ind.)

95. Construct a square in a given sector. (E. M. Muncie, Brazil.)

96. Given $(x^2 + 1)(x^2 + 1)(x + 1) = 30x^2$, to find x . (Albert Vandegrift, New Harmony.) Ray's new higher algebra, ex. 24, page 235.

97. I invest \$21390 in the 5 per cents. at 114%, and afterwards sell at 135% and invest in the 4 per cents. at 92%; what is the change in income, brokerage $\frac{1}{8}$?

MISCELLANY.

**COUNTY SUPERINTENDENTS OF INDIANA WHO WILL
SERVE UNTIL JUNE 7, 1897.**

COUNTY.	NAME.	ADDRESS.
Adams.....	J. F. Snow.....	Decatur.
Allen.....	F. J. Young.....	Fort Wayne.
Bartholomew.....	J. A. Wade.....	Columbus.
Benton.....	C. H. West.....	Fowler.
Blackford.....	M. H. McGeath.....	Hartford City.
Boone.....	J. A. Coons.....	Lebanon.
Brown.....	C. W. Snyder.....	Nashville.
Carroll.....	C. W. Metsker.....	Delphi.
Cass.....	J. F. Cornell.....	Logansport.
Clark.....	S. E. Carr.....	Charlestown.
Clay.....	W. H. Chillson.....	Clay City.
Clinton.....	J. W. Lydy.....	Frankfort.
Crawford.....	J. R. Duffin.....	Leavenworth.
Daviess.....	William A. Wallace.....	Washington.
Dearborn.....	S. K. Gold.....	Lawrenceburg.
Decatur.....	J. W. Jenkins.....	St. Paul.
DeKalb.....	C. M. Merica.....	Auburn.
Delaware.....	J. O. Lewellen.....	Muncie.
Dubois.....	Geo. R. Wilson.....	Jasper.
Elkhart.....	G. W. Ellis.....	Goshen.
Fayette.....	W. H. Glidewell.....	Connorsville.
Floyd.....	C. W. Stolzer.....	New Albany.
Fountain.....	Grant Gossett.....	Covington.
Franklin.....	W. H. Senour.....	Brookville.
Fulton.....	George R. Fish.....	Rochester.

Gibson	Henry W. Nickamp ..	Princeton.
Grant	F. M. Searles	Marion.
Greene	J. L. Cravens	Linton.
Hamilton	E. A. Hutchens	Noblesville.
Hancock	Quitman Jackson	Greenfield.
Harrison	C. W. Thomas	Corydon.
Hendricks	J. D. Hostetter	Danville.
Henry	J. A. Greenstreet	New Castle.
Howard	George W. Miller	Kokomo.
Huntington	Henry D. Shideler	Huntington.
Jackson	W. B. Black	Brownstown.
Jasper	J. F. Warren	Rensselaer.
Jay	J. E. Bishop	Portland.
Jefferson	O. F. Watson	Madison.
Jennings	J. H. McGuire	Vernon.
Johnson	E. L. Hendricks	Franklin.
Knox	Peter Phillippe	Vincennes.
Kosciusko	E. J. McAlpine	Warsaw.
Lagrange	E. G. Machan	Lagrange.
Lake	Frank E. Cooper	Crown Point.
Laporte	O. L. Galbreth	Laporte.
Lawrence	G. M. Norman	Heltonville.
Madison	M. U. Johnson	Anderson.
Marion	W. B. Flick	Indianapolis.
Marshall	S. S. Fish	Plymouth.
Martin	J. T. Morris	Shoals.
Miami	J. H. Runkle	Peru.
Monroe	F. F. Tourner	Bloomington.
Montgomery	J. S. Zuck	Crawfordsville.
Morgan	J. E. Robinson	Martinsville.
Newton	W. W. Pfrimmer	Kentland.
Noble	Edwin L. Adair	Albion.
Ohio	Jno. R. Elder	Bear Branch.
Orange	Orville Apple	Paoli.
Owen	Calvin S. McIntosh ..	Spencer.
Parke	C. E. Vinzant	Rockville.
Perry	F. J. George	Tell City.
Pike	Jno. B. Blaize	Rumble.
Porter	Arthur A. Hughart ..	Valparaiso.
Posey	Chas. Greathouse	Mt. Vernon.
Pulaski	J. H. Reddick	Winamac.
Putnam	F. M. Lyon	Greencastle.
Randolph	J. W. Denny	Winchester.
Ripley	Geo. C. Tyrrel	Versailles.
Rush	I. O. Harrison	Rushville.
Scott	W. L. Morrison	Scottsburg.
Shelby	Anderville Shaw	Shelbyville.
Spencer	J. W. Nourse	Rockport.

Starke.....	W. B. Sinclair.....	Knox.
St. Joseph.....	J. H. Bair.....	South Bend.
Steuben.....	R. V. Carlin.....	Angola.
Sullivan.....	Richard Park.....	Sullivan.
Switzerland.....	P. R. Lostutter.....	Vevay.
Tippecanoe.....	J. M. Sullins.....	Lafayette.
Tipton.....	A. H. Pence.....	Tipton
Union.....	C. W. Osborn.....	College Corner, O.
Vanderburgh.....	J. W. Davidson.....	Evansville.
Vermillion.....	John R. Stahl.....	Newport.
Vigo.....	H. W. Curry.....	Terre Haute.
Wabash.....	J. N. Myers.....	Wabash.
Warren.....	L. A. Sailor.....	Williamsport.
Warrick.....	S. W. Taylor.....	Boonville.
Washington.....	W. W. Cogswell.....	Salem.
Wayne.....	Wm. E. Wineburg.....	Richmond.
Wells.....	R. W. Stine.....	Bluffton.
White.....	L. S. Isham.....	Monticello.
Whitley.....	G. M. Naber.....	Columbia City.

ANOTHER CRITICISM OF STATE BOARD QUESTIONS.

A man at his marriage agreed that if, at his death, he should leave only a daughter, his wife should have $\frac{3}{4}$ of his estate; if he should leave only a son, she should have $\frac{1}{4}$. He left a son and a daughter. What fractional part of the estate should each receive, and how much was each one's share, if the estate was worth \$6591?—[*Question for July Examinations.*]

It is indeed strange that in this age of educational progress such a problem should be found in a list of State Board questions. This problem reminds one of the "Pleasing and diverting" problems that fifty and one hundred years ago formed a curious appendix to arithmetics.

We may add, subtract, multiply and divide and still the solution of the problem is a question for a court of justice. No understanding of arithmetic, not even if it be enforced by an insight into the whole field of mathematics, will solve the problem. The problem is an old one and was a favorite with the text-book writers of the early part of the century.

R. J. ALEY.

Bloomington, Ind.

INDIANA UNIVERSITY.

The opening of Indiana University, Sept. 17, was by far the most successful in her history. The attendance at the end of the first week was more than 100 in advance of any previous record. Almost 300 new students entered. Many of these entered advanced classes.

Of the five men now in the departments of history and political science, four are native Hoosiers. Drs. Woodburn and Fetter are well known and need no introduction.

Dr. A. S. Hershey, assistant professor of political science, is a native of Pennsylvania and taught in that state one year. He is a graduate of one of the state normal schools of Pennsylvania, and also of Harvard. He spent two years at Heidelberg in advanced work and received his doctor's degree from there.

Dr. Geo. Weatherly, assistant professor of history, is a graduate of Colgate University. He spent some time at Cornell and two years in Europe on the White traveling fellowship. He received his doctor's degree from Cornell. He has written considerable and spent last summer editing Dr. White's articles on the Warfare of Science.

Samuel B. Harding, associate professor of history, is an I. U. man and has done two years' post-graduate work at Harvard.

Work in argumentative composition and debate will receive a great deal of attention this year. The work is under the direction of the English department. A. S. Prescott, of Kansas, a graduate of Harvard, is the instructor in this work. He was very prominent in the Yale and Harvard debate.

SCHOOL FOR FEEBLE-MINDED YOUTH.

The School for Feeble-minded Youth, located at Ft. Wayne, is really an educational institution, although many of the inmates will never become self-directing. Supt. Alexander Johnson estimates that at least one-half of 600 now in the institution can be made self-supporting.

Besides the regularly organized schools in which most of the children are placed, arrangements are made for teaching shoe making, tailoring, carpentry, mattress-making, dressmaking, laundering, cooking, housekeeping, waiting on table, etc. and also farming. The institution owns over 200 acres of land.

Several of the girls play the piano. A band has been organized and, under the leadership of H. Grodzik, discourses delightful music. On the evening that the band gives outdoor concerts, many people from the city go out to hear the music.

The schools are of necessity largely primary and the kindergarten methods are much used. The teachers are compelled to study ways and means by which the children can be *interested*. E. R. Johnston is at the head of the school department and is certainly well adapted to his special work.

Superintendent Johnson was formerly secretary of the State Board of Charities and is eminently fitted for his responsible position.

MEETING OF CITY SUPERINTENDENTS.

Dear Mr. Bell:—The annual meeting of the town and city superintendents of the state will be held at Indianapolis, Nov. 7, 8 and 9. The program is being arranged and the indications are that the meeting will be largely attended and unusually profitable. There will be a full discussion of the report of the committee appointed at the last meeting to draft a course of study.

Very truly yours,

B. F. MOORE, Ch. Ex. Committee.

OWEN COUNTY.

Some twenty years ago D. S. Kelly held a summer normal at Patrickburg. The school was continued for several years and then passed into the hands of Robert Spear and was managed by him for three or four years. Beginning in 1883, Messrs. Harwood and Alely conducted for three years, summer terms in connection with the Spencer schools. From these two centers quite a number of teachers have gone out. The following list gives some of the prominent ones from these two centers and others who were not touched by either center: D. S. Kelly, Professor of Science, Kansas State Normal; O. P. McAuley, Professor History and Mathematics, Northern Indiana Normal; J. B. Wisely, Professor of English, Indiana State Normal; Winfield Williams, President Private Normal, Kansas; Robt. J. Alely, Professor of Mathematics, Indiana University; Robert Spear, principal high school, Evansville; C. S. Meek, principal high school, Terre Haute; O. P. Foreman, principal high school, Rockport; O. P. Robinson, principal high school, Spencer; A. D. Moffett, superintendent Decatur; Renos Richards, superintendent Spencer; W. F. Hoffman, ex-superintendent Washington; E. E. Hoffman, superintendent Eureka, Nev.; W. H. Chillson, county superintendent Clay county; Louis Hoffman, superintendent, a city, Oregon; Ira Baldwin, ex-superintendent Gosport; George Willoughby, superintendent Newport; John N. Spangler, superintendent Rockville; W. V. Moffett, ex-superintendent Shoals; N. G. Wark, superintendent Watertown, S. D.; Alice Milligan, high school, Logansport; Milton Gantz, high school, Spencer; R. A. Troth, ward school, Anderson; Fred Mutchler, principal Center Point.

TOWNSHIP HIGH SCHOOLS.

The following counties have made arrangements whereby all pupils may have high school privileges: Wayne, Henry, Johnson, Marion, Wabash, Lagrange and Grant.

The following have arranged for such work in all townships except one: Rush, Vigo, and Fayette. Nearly all the townships in Laporte county have high school work.

The Superintendent of Public Instruction is receiving letters daily from different parts of the State, stating that trustees of townships having no high schools, have agreed to pay the tuition of pupils who are prepared to do the work.

"At the close of the Howard county institute, County Supt. Miller called the principals of the various graded schools together for the purpose of planning a uniform course in the advanced studies. There were present at this meeting Principals J. Z. A. McCaughan, of Kokomo, M. R. Heinmiller, of Russiaville, C. L. Mendenhall, of New London, F. S. Seagraves, of Center, and Will Morton, of Sycamore. It has long been hoped by Supt. Miller to introduce what is practically a high school in every township in the county, and now the prospects for the realization of his cherished plans are favorable. He feels that

such would not only increase the opportunities for all but that it would be a matter of economy."

There has been a great change in the sentiment in reference to this work during the last few months. It is safe to say that within the next two years a majority of the counties will have free high school accommodations for all pupils.

We will be pleased to have reports from county superintendents in reference to this work.

OUR Book Table is unfortunately all crowded out of this issue of the JOURNAL.

OWEN COUNTY employs only 125 teachers and yet enrolled 140 the first day of its institute.

THE State Teachers' Association will meet Dec. 26. The program, which is a good one, is now completed.

EX-SUPT. H. D. VORIES is sending out his last report of the department of public instruction. It is very complete.

FULTON COUNTY, with F. M. Stalker and E. W. Kemp of the State Normal, as principal instructors, held one of its best institutes. Geo. R. Fish is superintendent.

GREENE COUNTY has \$200 with which to start a teacher's library. This will make a good start. Greene county teachers are not willing to neglect any means of improvement within reasonable reach.

PORTER COUNTY institute enrolled 142 with an average attendance of 136. Mrs. Emma Mont McRae and Prof. Warfel were the regular instructors. Supt. Loring received a beautiful present from the teachers.

UNION COUNTY.—Institute convened August 19-24. Enrollment full. Attendance good. J. A. Zeller instructor for ten consecutive years. J. R. Commons's specialty interesting and instructive. Citizens active in promoting interest of all.

SUPT. KERLIN, of Worthington, reports his schools in splendid condition. They have 64 pupils in the high school, with two assistants besides the superintendent. They are planning good work for the Y. P. R. C. during the coming year.

WATERLOO opens its high school freely to non-resident students. Its course of study is very complete. It sets apart a room and makes physical culture a part of its regular work. H. H. Keep is superintendent and Mattie L. Gonser is principal.

ILLINOIS has located its *fourth* State Normal school at Charleston. With four state normals and a strong pedagogical department in its State University, Illinois will certainly do its part toward providing competent teachers for the schools.

WABASH claims to have the best high school building in the state. It is built of stone on the latest improved model and contains all modern conveniences. The high school enrolls 175 pupils with 34 in the

senior class. M. W. Harrison is the superintendent and Miss Adelaide Baylor is the principal of the high school.

ALLEN COUNTY, under the direction of Supt. Young, held its usual large and interesting institute this year in Westminster church. The instructors were Eli F. Brown, Miss Lelia E. Patridge, of Boston, and Miss Mary E. Barnes, of Napoleon, Ohio.

R. A. OGG, of Greencastle, is chairman of the committee on uniform course of study for city schools and has the report ready to send out. Every superintendent and principal of high school should see it and study it prior to the meeting, November 7.

WALTER N. VANSCHOYOC, of Crawfordsville, sends a statement as to how he teaches denominate numbers. He makes a strong point on teaching but one thing at a time and dwelling on that that till it is thoroughly mastered. His point is well taken.

THE Central Normal at Danville has started on its new year with an attendance that exceeds any preceding year. The regular classes are unusually large. Over half the states in the union are represented by students and everything indicates a prosperous year.

DE KALB COUNTY had one of its "old-time" rousing institutes with its "lecture course" as a prominent feature. R. J. Alez and A. W. Moore were the instructors and no more need be said as to the character of the work. The lectures were, as always, largely attended.

LA GRANGE COUNTY.—The manual and course of study for 1895-6 is at hand. Supt. Machan, who has served longer than any other superintendent in the state, with possibly one exception, is also one of the most progressive. His course of study is full of good suggestions.

THE FAYETTE COUNTY institute was a good one. W. F. L. Sanders and J. H. Tomlin were the principal instructors. J. H. Scholl did some very acceptable work. Willard H. Glidewell, the new county superintendent, is taking hold with vigor and bids fair to make a first-class man for the place.

NEW ALBANY.—Supt. Hershman has had printed a program for his teachers' monthly meetings that indicates that some good work will be done during the current year. The superintendent that does not plan some systematic work for himself and teachers is sure to fall behind in the procession.

HENDRICKS COUNTY employs 146 teachers and enrolled exactly 146 on the first day of its institute, notwithstanding a heavy rain during the early part of the day. The institute instructors were W. W. Black, Mrs. E. E. Olcott and Prof. Tuttle, of the Central Normal, who gave two lessons a day in music.

DUNKIRK is growing and the schools keep pace with the natural growth. Twelve teachers are employed. The high school course comprises four years. Last spring it graduated its first class. Supt. Elias Boltz has entered on his fifth year as superintendent and reports every thing working harmoniously.

HUNTINGTON employs 42 teachers and has one of the best furnished school buildings in the state. It has a library of about 7000 well selected books and in addition about 1,800 books in grade libraries for school room use. Supt. R. I. Hamilton is now serving his ninth year and has his work well in hand.

THE Normal University, at Rochester, opened Sept. 10 with a good attendance, but, unfortunately, the new building, which is a fine one, was not quite ready. A good course of study has been planned and the school will soon rank with the best in the state. W. H. Banta and Geo. Suman are associate principals.

STARK COUNTY requires 75 teachers to fill its schools and yet the average attendance at the institute was 85. The session of one day was held at Bass lake. The Children's Reading Circle work is introduced into all the schools. Every school house in the county has a flag. This is certainly a good showing. Supt. Sinclair is now serving his eleventh year.

MADISON COUNTY held a rousing institute this year with Dr. E. E. White, of Ohio, and Mrs. Sarah E. Tarney Campbell as instructors. H. M. Butler, former supervisor of music in the Indianapolis schools, gave two lessons a day in music. With such instructors, the eminent success of an institute is insured in advance. M. U. Johnson is superintendent.

WARRICK COUNTY had an unusually interesting institute this year. The teachers were very regular in attendance and the attention given proved the value of the instruction. The number of teachers in the county is 136; number enrolled 160. Miss Lelia E. Patridge and Eugene Bohannon were the instructors. S. W. Taylor is our efficient superintendent.

FORT WAYNE was first called Ft. Miami. The name was changed to Ft. Wayne, October, 1794. Its centennial celebration will begin Oct. 15 and last three days. It is true that the celebration comes one year late, but the Columbian Exposition set the example; it came a year late. Great preparation is being made; the railroads run excursion trains and a great time generally is expected.

VINCENNES opened its school year September 2, but the entire first week was spent in a kind of "teachers' training class." The teachers were in session from 8 to 12 and the afternoons were spent in study. "The work was illustrative and normally grounded." The feeling was universal that the week was wisely and profitably spent. Supt. A. E. Humke was, of course, the leader in the work.

MONTGOMERY COUNTY held its institute with Profs. Harwood and Smith, of Illinois, as principal instructors. The number of teachers required in the county is 208; 171 enrolled the first day and 211 the second day. The teachers in this county know how to ask and answer questions and get most good out of an institute. Supt. Zuck says that the work done in the township institutes last year by Miss Eleanor Wells, of Indianapolis, was of great benefit to his teachers.

THE Indianapolis Business University was compelled during the summer months to seek other rooms while the When Block was being re-modeled. It is now back in its old quarters, so enlarged and improved as to be almost unrecognizable by old friends. This is without question the best school of its class in Indianapolis. Its does good honest work and keeps its promises. E. J. Heeb is proprietor.

GREENCASTLE.—Supt. Ogg believes in emphasizing one thing at a time. Year before last, he and his teachers studied methods and material; last year they applied their methods to the material organized; this year, literature has been secured and the year will be devoted to child-study. Is it not a good plan to confine the study to one line of work at a time? A military department has been added to the high school and the superintendent thinks he sees many good results.

THE Northern Indiana Normal School at Valparaiso has made another remarkable opening. Over sixty have enrolled in the classical class and about two hundred in the scientific class and the other departments are correspondingly large. The work in higher English is being much appreciated and the new work in biology is proving an attraction to large numbers. The school is adding new facilities every year and invites the closest inspection of its work in every department.

SUPT. GEO. W. NEET, of Spiceland academy, sends out a new manual and course of study. This is one of the most helpful little manuals we have yet seen; one very interesting feature in it is a program of all the teachers' meetings to be held during the year. The following are some of the subjects as announced: First meeting, "Purpose of Teachers' Meetings;" second, "Primary Reading;" third, "Advance Reading;" etc. Mr. Neet says that they are going to do more in the Y. P. R. C. than has yet been done.

THREE HAUTE enrolled in its schools last year 5,858 and employed 150 teachers. Its high school enrollment was 656 and its graduating class numbered 62. It employs special teachers in music, physical culture and writing and drawing. This year it has eight public kindergartens, all taught by professionally trained teachers. In the high school there are five distinct departments and most of the teachers are specialists. These things indicate growth. Superintendent W. H. Wiley is now serving his *twenty-eighth* year.

BLUFFTON.—The annual report for 1894-5 is at hand. It is of unusual interest, as Supt. W. P. Burris is making a systematic and faithful test of Herbart's methods in all the grades below the high school. Concentration and correlation are explained and applied. Mr. Burris has the hearty co-operation of his teachers and of his board and the results of his experiments will be awaited with great interest. Persons specially interested in this phase of educational work should send to Mr. Burris for a copy of his report.

THE Hancock county institute was one of the most successful ever held in the county. Emma Mont McRae and Dr. Frank McMurry, of Buffalo, N. Y. were the regular instructors. Prof. Yoder, of Cal.,

superintendent Patterson, of Edinburg, D. M. Geeting, W. A. Bell, Prof. Stephenson, of DePauw, Mrs. Calkins, of the W. C. T. U., and Prof. Thompson, of the Hope Normal, made excellent addresses. Quitman Jackson, the superintendent, stands in the front ranks among Indiana's county superintendents and is fully up with the needs of the times.

"THE COOK COUNTY NORMAL SCHOOL ENVELOPE" is a monthly exposition of the theory and practice of Col. Parker's school. Each envelope contains printed lessons or outlines of lessons in the various departments of the school. Each department outlines its month's work and makes suggestions as to how it should be presented. Any teacher wishing to study the methods used in the school can easily do so by the help of the outlines. Each "envelope" contains the outlines for one month. For particulars, address Miss Belle Thomas, Cook County Normal School, Station O, Chicago.

PULASKI COUNTY had a good institute this year with A. W. Moore and R. J. Aley as principal instructors. Four evening lectures were given and all were well attended. An interesting episode occurred on Thursday A. M. A new court house is just being completed and the county commissioners have set apart in it a spacious room for the county superintendent. Heretofore the county superintendent has been "boarding round." About three o'clock, P. M., the institute was adjourned to the court house where the commissioners were in waiting. A formal dedication of the new quarters for the superintendent took place. The principal speech was made by Valois Butler, thanking the commissioners for the ample provision and congratulating the teachers. Several speeches followed in the same strain. At the conclusion of the meeting Supt. Reddick treated everybody to lemonade.

PERSONAL.

WARD WALKUP is at Mace.
CHAS. HARLAN is at Wingate.
B. F. MILLER stays at Walton.
A. S. FRALEY is the Linden man.
T. Y. HALL is in Brown's Valley.
WM. WHITE was elected at Alamo.
P. H. BECK is all right at Markle.
GEO. HULTZ can be seen at Longview.
J. M. KELLUM will stay at Pittsboro.
J. F. EVANS controls at North Salem.
W. J. LAIRD can be seen at Galveston.
D. A. REYNOLDS is on top at Mt. Etna.
U. S. GRANT is general at Francesville.
C. D. BROCK can tell you about Roanoke.
O. E. WALKER is away up at Summitville.
CHAS. McLAUGHIN is top man at Fontanet.
WM. MORTON wields the birch at Sycamore.

R. W. BARRETT is the Coatesville principal.
J. N. PHILLIPS has all things lively at Amo.
L. E. LINES is lending a hand at Macedonia.
WM. TAYLOR is schoolmaster at Hazlewood.
HOWARD GRIEST is well liked at Darlington.
O. B. HULTZ is now in charge at Greentown.
FRANK LARRABEE is happy in New Palestine.
M. H. KRAUSS is in evidence at Royal Center.
S. S. PHILLIPS is principal at New Richmond.
W. G. BRIDGES assigns lessons at Warrington.
W. M. COFFIELD says yea and nay at Maxwell.
E. E. ZOHNAN is flourishing at Bloomingsburg.
A. KNIGHT is what you may expect at Lapelle.
C. L. MENDENHALL is all right at New London.
M. R. HIENMILLER is in control at Russiaville.
F. F. MAXWELL is the right man at Whitesville.
MANLIUS KENT is dispensing wisdom at Clayton.
C. E. SMITH has four associates at North Judson.
U. F. LEWIS is head man at Scottsburg this year.
JAMES EDDINGFIELD holds the reins at New Ross.
W. N. PARKS controls school affairs at Lexington.
C. E. TRETER is principal of the Kewanna schools.
J. J. COPELAND is reforming the boys at Plainfield.
A. H. BELDON is making things plain at Frankton.
E. S. MILLER has charge of the Chesterton schools.
W. C. WIER does "sums" for the boys at Prairieton.
F. S. SEAGRAVES is high school principal at Centre.
E. A. CUNNINGHAM is the man to see at Yountsville.
A. E. KNOWLES has the schools at New Washington.
WALTER DUNN displays the school flag at Waveland.
D. C. ARTHUR is high school principal at Logansport.
W. B. STOOKEY is Mr. Jay's successor at McCordsville.
C. R. LYBROOK is training the boys at Young America.
J. E. GRAHAM is serving his second year at Butlerville.
E. E. VANSKOYOC is a little the best man at New Market.
J. C. BURGESS is building up the schools at Cartersburg.
J. E. LAYTON is principal of the high school at Winamac.
W. H. WISEHEART is giving information at Brownsburg.
J. F. WARFEL continues at the head of the Ladoga schools.
CHAS. S. MEEK is the high school principal at Terre Haute.
F. K. MOWRER is the man in charge of the Warren schools.
IMOGENE BROWN is giving excellent satisfaction at Fiskville.
CHAS. O. MCKEE is the new principal of the Sardinia schools.
FRANK LONG is the most conspicuous school man at Star City.
J. C. COMSTOCK, with three others, teaches the Andrews schools.
BESSIE RUTH HERRICK is the high school principal at Greenfield.
ED SLAVENS and Shannondale are inseparable for this school year.
I. M. WELLINGTON continues to superintend Crawfordsville schools.

"house to house" canvass of the patrons of the school. Why is not this an excellent course to pursue where it is possible?

N. C. DOUGHERTY, superintendent of schools at Peoria, Ill., is the president-elect of the National Educational Association. Supt. Dougherty, because of his ability and because of his faithful attendance upon the meetings of the association, deserves this high honor.

DR. JOHN S. IRWIN still holds the reins at Ft. Wayne with a firm grip, and everything in the school line goes as he directs. He has had long experience, is a close observer and knows a good thing when he sees it, and having found a good thing, he does not readily drop it for a substitute simply because it is new. He is looking well and working hard.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

THE INDIANA READING CHART.—For a copy write Edward Taylor, Bowling Green, Ky. 10-1t.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School. 11-tf

GREER COLLEGE, Hoopeston, Ill. has a very excellent normal department for teachers. Read its advertisement on another page.

\$75 A MONTH and expenses to competent men and women. Write for particulars at once E. C. MORSE & Co., 56 5th Ave., Chicago. 10-6t.

DEAR MADAM:—I take pleasure in offering you my assistance in making any purchases you may wish in the city, free of charge and at the market price. Samples and explanatory circular sent on application. By permission I refer to Mr. H. N. Higginbotham, President of World's Fair and member of Marshall, Field & Co., Maj. R. W. McClaghry, Gen. Supt. State Reformatory, Pontiac, Ill. Very truly,
EMMA F. MADDEN, Box 189, Chicago, Ill.

THE MUNGER.—On another page will be found the advertisement of the Munger Cycle Company. There is no doubt that this company makes the best light wheel in the market. Only the best of material is used and every wheel is "high grade." It always pays to get the best. It is the cheapest in the long run. Call at office or write for descriptive circular.

WE HAVE started over 500 students in Latin this term. Many more will begin yet. Those desiring to enter our course can do so yet. We expect to start a large class Oct. 22. These we will push to the end of the year when they will join those who start this term. Let any come who would enter this course. Board, room and tuition, \$188.55 for a year of 43 weeks. Thorough review of common branches in 9 weeks for \$24.65. L. M. SNIFF, A. M., Pres. Tri-State Normal, Angola, Ind.

PENNSYLVANIA LINES.—The best line to Chicago and the Northwest. Pullman Buffet Parlor Car on 10:55 A. M. train daily. Arrive at Chicago 5 P. M. Pullman Vestibule Sleeping Car, starting from Indianapolis on 11:55 P. M. train daily; open to receive passengers every night at 8:30. Arrive at Chicago, 7:30 A. M.

The shortest line to Louisville and the South. The only line running four solid trains Indianapolis to Louisville on quicktime. Leave 3:55 A. M.; 8:20 A. M.; 8:30 A. M.; 3:25 P. M. For full information as to rates of fare and sleeping car space, call on agents, No. 48 W. Washington street, No. 46 Jackson Place, Union Station, or address

GEO. E. ROCKWELL, D. P. A.

school at Connersville. Mr. Houghton is of the class '91, I. U. and ranks high as a teacher.

MRS. ELLA ADAMS MOORE, a Hendrick's county girl and a De Pauw graduate, is associate lecturer in English in the university extension faculty of Chicago University.

R. P. LAMB, of Cross Plains, has been agent for the JOURNAL in Ripley county for the past twenty years. Such long and faithful service deserves honorable mention.

MISS ALICE HARPER, of Cory, known to hundreds of Indiana teachers as one of the most successful book and paper agents in the state, will spend this year in the state normal school.

J. F. SCULL is serving his 14th year as superintendent of the Rochester schools. He now has 16 teachers. A new school building is a model in appearance, finish and convenience.

MISS BELLE THOMAS, of the Cook county normal school, Chicago, did some very acceptable institute work in this state during the past season. She is likely to be recalled another year.

W. P. BURRIS, superintendent of the Bluffton school, and his good wife will have the profound sympathy of their many friends on account of the death of their little daughter Ruth.

W. D. CHAMBERS, a State normal graduate and an experienced teacher, has been made a member of the faculty of Borden Institute. The institute has done well in securing Mr. Chambers.

A. H. YODER, a graduate of Indiana University and who afterward spent a year in Clark University, will spend this year at Chicago University doing post-graduate work in the pedagogical department.

J. C. GREGG has begun his seventeenth year as superintendent of the Brazil schools. Brazil now employs twenty-six teachers. This year it makes an addition to its school building making room for office, etc.

ARTHUR A. HUGART resigned a good place to accept the principalship of the Valparaiso high school and soon after resigned that place to accept the county superintendency. He is more fortunate than some people.

SAMUEL E. HARWOOD, formerly of this state, but now professor of mathematics in the Illinois state normal school, at Carbondale, spent several weeks in the state doing institute work. His work is always thorough and very acceptable.

E. B. BRYAN will not become supervising principal in the Indianapolis schools, as announced but will continue in the department of English in the Indianapolis Manual Training School. Mr. Bryan made many friends in his institute work over the state.

Dr. E. E. White, of Ohio, after a lapse of several years, again favored Indiana with another week's institute work. He was in Madison county where he had worked once before. It is needless to say that his labors were highly acceptable. Dr. White was for eight years president of Purdue University, beginning his work in 1876. His last book, School Management, is meeting with great success, about 40,000 copies having already been sold.

F. LOUIS SOLDAN has been made superintendent of the St. Louis schools, to take the place of Dr. Long. Dr. Long succeeded Dr. Wm. T. Harris some twelve or fifteen years ago and has held the place since. Dr. Soldan has for many years been at the head of the St. Louis normal school and is one of the strong men of the country. This new position of honor and responsibility came to him without the asking. This is a clear case of the office seeking the man.

J. W. JAY, as heretofore stated, is to have charge of the Fortville schools. The week before school was to open, he and his wife made a

J. W. JONES, the well-known "book missionary" is in charge at Orestes.

WILL H. KELLY, I. U. '94, is principal of the new \$10,000 building in Bluffton.

E. D. ALLEN has done well at Pendleton for several years and so will continue.

J. L. BURLINGMEIER is principal at Hymera. This is a township graded school.

A. J. WHITELEATHER, a State Normal man, is still in charge of the schools at Knox.

GEO. A. WILSON is serving his sixth year as superintendent of the Greenfield schools.

N. E. YOST is the Porter principal. Porter has a \$12,000 school building nearly completed.

A. C. DAVIS, formerly an Indiana teacher, now has charge of the schools at Messina, Cal.

M. W. HARRISON is now serving his eleventh year as superintendent of the Wabash schools.

R. W. P. NOBLE, a '91 graduate at De Pauw, is principal of the high school at Crawfordsville.

BRAINARD HOOKER, of the Mt. Vernon high school, takes the principalship of the Rochester high school.

T. F. FITZGIBBON is superintendent at the city of Elwood and Daniel Freeman is principal of the high school.

B. B. BERRY will continue to superintend the schools at Fowler. His high school is one of those commissioned.

I. V. BUSBY will continue to superintend the schools at Alexandria with Joseph T. Giles as high school principal.

W. N. PARKS and W. D. Chambers conducted a very successful normal at Scottsburg in August. They did good work.

W. W. BLACK, now of Paris, Ill., did several weeks of very acceptable work in this state during the last institute season.

C. W. KIMMEL is the new superintendent at Winamac. The schools opened full and another teacher, the 9th, had to be added.

T. N. JAMES has been in the Brazil schools for twenty-two years and twelve of these years he has been principal of the high school.

E. F. SMITH is not principal of the Rising Sun high school as stated last month, but instead is principal of the schools at La Grange, Ky.

J. R. STARKEY is now in his twentieth year as superintendent of the Martinsville schools instead of his eighteenth year as stated last month.

N. H. MOZINGER, formerly a teacher, is now editing "The Referendum" at Shoals. The paper is in the interest of the Populist party and is well edited.

EDWARD TAYLOR, formerly of this state, has been re-elected superintendent of schools at Bowling Green, Ky., for two years at a salary of \$2000 a year.

W. H. ELSON, now superintendent at West Superior, Wis., finds his new work in good condition, and hopes to advance it. He has in his corps 113 teachers.

W. S. ALMOND has his work well in hand at Delphi. He is now serving his third year. He has twelve teachers in his corps, all in one newly-remodeled building.

WALTER R. Houghton, of Loogootee, is now principal of the high

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A YEAR AT JENA.*

MISS LYDIA BLAICH.

I have been asked to talk a few minutes to you about my experience since last we met. Now that it is over, what a short year! However, it has not been short enough for me to condense all its work into a ten or fifteen minute report. I should be delighted to have at least one or two hours to talk to you. As it is, I can only give the very briefest outline of the work of the school I attended, the Jena University Seminary, the only institution of its kind in Germany, and make a few statements about the director, Prof. William Rein, who stands at the head of the Herbartian system of pedagogy, which is at present occupying so much attention in the United States.

The founder of the system I studied is John Friedrich Herbart, born in the year of American independence. He was personally acquainted with Pestalozzi, with whose ideas he had much in common. One of Herbart's great merits lies in his having better systematized pedagogy; *i. e.*, made a science of education and the most striking feature of his scientific character was his depth, his spiritual life and his penetrating respect for truth.

Prof. Wm. Rein, now 48 years old, studied, among other places, at Leipsic under Prof. Ziller, who was himself a pupil of Herbart, and who formerly conducted a seminary at Leip-

*Miss Blaich, of Indianapolis, spent the year at Jena, and gave the following report of her year's work to the Indianapolis teachers.

sic of which Prof. Rein was at one time principal teacher in the practice school. He was also a pupil of the famous Prof. Stoy, whom he succeeded in the chair of pedagogy at Jena in 1885. Under Prof. Rein the seminary has been continually improving in its work and increasing its membership. In 1893 there were 40 members and in the semester from October 1894 to April 1895, there were 66 gentlemen members and one lady,* an American lady from Indianapolis, the first lady member of the institution and the only one during the first six months of the past year. It may be of interest to know that the seminary celebrated its 50th anniversary last Christmas. It is quite an interesting school. Greece, Austria, France, England, Bulgaria, Roumania, Servia, Switzerland, Sweden, Armenia and the United States, besides Germany, were represented in the past year. Thus it will be seen that although the Herbartian pedagogy has called and is calling forth many discussions in our country, it is also receiving careful attention in many European countries. A year ago Prof. Rein was called to Oxford, England, to deliver a series of lectures in the summer school and during the last Christmas vacation he also lectured two weeks in Stockholm, Sweden.

The object of the Jena Seminary is to educate educators and to advance pedagogy. Every student here feels himself a co-worker in the development of that most difficult and most important of all sciences.

The best method of training teachers must include both the theory and practice of education. The theory of education contains the following main branches: (a) Ethics and psychology—the fundamental sciences of pedagogy; (b) System of pedagogy; (c) General method: the outlines of the theory of instruction; (d) Special method of instruction in every school subject.

Ethics and psychology are the fundamental sciences, because the former must give us the aim of education and the latter the laws of development of the human soul. The Herbartians begin by most carefully considering the aim of education. This is a matter requiring no little attention since the human soul is such a complex wonder which must be har-

*Miss Blaich, of Indianapolis, author of this paper.

moniously developed into a still more wonderful unity by means of well-balanced, many-sided interest. Since the tendency everywhere is to trace all things to a unity—*i. e.*, to make a whole out of the parts, it is absolutely necessary to have *one supreme* aim of education which is broad enough to cover the many secondary aims for the development of the various powers of the human spirit. The Herbartians state the aim of education to be the development of a moral, religious personality. (Religious used in the broadest sense of the term.) This aim is so full of meaning that a most careful study is required to comprehend it.

The theory of pedagogy is given to gentlemen in the Jena University by Prof. Rein. Although women are not admitted to the university, I had a splendid opportunity to acquire the theory because I lived with Prof. Rein's family, and read and studied under his direction. I also had a course in philosophy given by Prof. Eucken, in his home, solely for the benefit of the other American lady, who came to Jena in April, and myself. I heard Prof. Ziehen on physiological psychology. In addition we were favored with a course on Kant.

After one has acquired the theory, he takes part in the work of the practice school, first as an auditor, then as a practicing teacher. I was told I would not be allowed to teach till after Christmas. This was very little satisfaction to me, hence by quite a bit of the American electric method of working, I gained permission Nov. 7.

The practice school consists of three classes of from ten to fifteen boys each, corresponding to our 3A, 5A, 8A, and this spring to our 1B, 4B, and 6B. A head teacher in each class gives the entire instruction, except such as is applied for by the students whom, however, the head teacher must help and advise.

The pedagogical seminary has three meetings every week during the school term: 1. The theoreticum in which the members read themes, reports, dissertations, criticisms of books, etc., prepared by some student independently. This work is then discussed by the other members and the director. 2. The practicum in which a lesson is given by one of the students in the presence of the other students and the director. This lesson must be in the regular line of work—

nothing served for the occasion. 3. The criticism, or conference in which this lesson is criticised (criticised means thoroughly pulled to pieces) by those who have heard it and final judgment passed on it by the director.

The criticism proceeds in the following manner: The person having given the practicum must tell all his mistakes and why he made them; second, a critic appointed for the day severely discusses the failures; then the other members make their criticisms, giving reasons, and finally the director sums up the value of the whole lesson.

The method of criticism includes first, the material of instruction, in regard to its relation to the age of children to whom it was presented and to the course of study for that particular grade. Second, the aim of the lesson in itself and the manner in which it was stated by the teacher. Third, the method of presentation of the subject, and fourth, the manner of the instructor, including his position as he stood before the class, his writing on the blackboard, his objects used in illustration and his general attitude toward the class. It may be well to add that the table at which the student and his special critic sit is known as the "slaughter bench."

The theoreticum was held in the University building, and as it was a crime in Jena for woman to place her foot on the other side of the threshold of the building, I thought it best not to attend these meetings; but I always attended the practicum, took part in the conference discussions and gave three of these public lessons myself. It took quite an American effort on my part to receive permission to give the first practicum, which took place Nov. 28 and was criticized Thanksgiving evening.

My work reached its climax about the 8th of June when I took my ten boys on a school journey to Eisenach and the Wartburg. I had often during the year expressed my desire to attend the annual summer school-journey, but was seriously advised not to, for it would certainly compel me to spend four weeks in the hospital after the effort. Even Dr. Rice is said to have spent two weeks in bed after the journey described in the Century a year ago. Finally, I not only wished to go with them—I wanted to have sole charge of the class for one day myself, just as the men do.

Prof. Rein, knowing what difficulties I had to contend with because I was the only lady among a number of Europeans who are opposed to the emancipation of woman in every sense of the word, was exceedingly kind and granted me all the opportunities he possibly could, after I had each time proved to him that I knew what I wanted. When, therefore, I asked to have school a journey of my own, he not only willingly consented, but spent half an afternoon telling me about the preparation for such a journey, its place in the course of study and its pedagogical value so far as character development is concerned, etc. The journey proved a complete success. The Jena Seminary authorities spoke of it as a journey which might be considered as a model for later ones.

Thus, although it is a misfortune in Europe to be compelled to carry the title Miss, I must say I was quite well off, for what I lost by being refused admittance to the University, I gained in the many private talks with and kind help of Prof. Rein. I also had the pleasure of working with the best head teacher in the seminary who was, I am glad to say, in favor of the higher education of women.

So far as the school-work, as well as other things in Germany are concerned, the Americans can still learn much from that nation. At the same time, there are other things which we do better than they. Acting on this belief, I invited as many as I could to make the earliest possible acquaintance of the American schools.

I, of course, felt it my duty to work for the admittance of women into the University. I went to one of the most influential professors and asked him what he could do for the admittance of ladies. He replied, "Miss Blaich, things move so slowly on this side of the Atlantic, that even if we did apply, you will have been five years in the United States before the permission would be granted." I replied, "Some ladies may follow me in that time and if I cannot enter, it would be well for them to have the chance." The motion was put before the University Senate and passed in favor of women by a vote of twelve to thirteen. Since the curator or head man of the University is positively opposed to it, it was passed over his head to the ministry at Weimar, Jan. 1, 1895, where it is still resting, for the members will not say "yes" and cannot

well say "no." The reasons for this attitude to the woman question are three, so far as I can ascertain. The most important is that woman's place is in the family only and education will make a poorer housekeeper of her; second, if the ladies are admitted, there would be such a rush to the University that the rooms would be over-filled and they would have to build new buildings; third, the men could not possibly attend to the professors' lectures, because they would be continually thinking about the ladies.

In the coming year a school of pedagogy is to be started at Buffalo by Dr. Frank McMurry. Judging from the circular it will give the same opportunity for becoming acquainted with the Herbartian pedagogy that the Jena University gives, with the advantage to us of getting it Americanized, for of course even the best ideas of the greatest thinkers must necessarily be adapted to the circumstances under which the idea is applied.

CHILDREN'S LITERATURE.

BELLE THOMAS, COOK COUNTY NORMAL SCHOOL.

What shall we choose for the children to read or better still how can we lead the children to choose only the best that our rich literature offers even for the very young readers?

Our publishers' catalogues, booksellers' shelves and libraries seem to offer us much, but after examining many of these books we are ready to say with Emerson, "There are few good books and it is practicable to read them for they *are* so few."

In too much of this literature we note the tendency "to write down to children." Such namby-pamby sort of reading does not belong to the normal, healthy child-mind and yet this seems to be considered a necessary stage in mental development.

Too often our first and second readers belong to this written-down style and contain too little that will develop in the child a love for good literature, still less give him that basis for judgment which will enable him later on to distinguish between a good book and a poor one.

The character of our school readers is an important matter, for too often parents seem to feel that they have done their whole duty in furnishing their children with reading matter when the necessary text-books are bought, and like the food placed on their tables three times each day, the children are expected to take these with thankful hearts and ask no questions.

What constitutes good literature? The answer comes, it must embody truth and beauty, but the standards for these vary. One claims that myths and fairy stories contain such truth as the child can best assimilate, while another, one who has probably been denied in his childhood days the pleasure of nursery rhyme and fairy story will urge that only a spirit of exaggeration and untruth can come from the love of such literature.

Here is another who claims that observation of real things should form the basis of all reading, and opposed to him is the moralist who urges that the foundation of all character building must be found in the reading of such stories as embody courage, truthfulness, bravery and all the remaining virtues.

In "Talks on Pedagogics," Col. Parker says, "Reading in itself has no educative value; the value of reading depends upon what is read and how it is read."

Teachers are beginning to realize that to read means far more than the mere word-calling so long accepted in our schools for reading. They are coming to appreciate that even before the child comes in possession of the key which promises to unlock to him the literary treasures of the past and present she must give him glimpses of the good things there through that broad avenue to the child-heart, story-telling.

In many of our primary schools to-day, the names and characters of Greek and Norse mythology are as familiar to the little ones as the names and faces of their own classmates. Hiawatha and his child-life are studied and enjoyed in the first year so that in the second, portions of this great poem are read by the children with genuine pleasure. The Pilgrims, Washington and Lincoln have become familiar friends through the historical stories told and read.

With such a beginning as suggested above is it any wonder that we find these children in the third, fourth and fifth grades reading and appreciating such books as Hawthorne's Tanglewood Tales, Ruskin's Golden River, Kingsley's Water Babies, Burrough's Birds and Bees, Hanson's Homer and Virgil and as many more equally good and great?

A large proportion of our children leave school long before they reach the high school and it is of the utmost importance that we give them some insight into good literature as a basis for directing their future reading.

Teachers will find excellent help in this matter from a little book entitled "Literary Landmarks" by Mary E. Burt. Its pages are full of suggestions for parents and teachers, though the author says it was written for young people.

A grand work is being done by the Young People's Reading Circle of Indiana not alone in choosing good books for the children to read, but their interest in these books has aroused teachers and parents. As a result of this interest many a "little white schoolhouse beside some lonely road" can boast of a library of choice books bought by the trustees or through the united efforts of parents, teacher and children.

There are counties in this state where over one thousand such books have been purchased during the past year for school libraries. If these have been well chosen and the children led to read them intelligently can we ask for safer, better means of keeping the boys and girls in paths of righteousness?

Teachers, we need to become familiar with the good books and magazines written for children. We should watch the book reviews to be found in our best magazines and educational journals. Let us determine, if possible, whether our own standard in judging of such books is good. Seek such help as Miss Burt gives in her "Literary Landmarks." Study the books recommended for the Young People's Reading Circle, in a word make yourself broad and intelligent in this matter of choosing books for your children to read, for the tone and character of their reading both at home and at school will depend largely upon your standard.

THE CHAPTER ON INTEREST.

CHARLES A. McMURRY.

The emphasis laid upon the idea of *interest* is peculiarly Herbartian. The idea of interest is, of course, as old as any other idea in education, but the stress laid upon it by Herbart and the place and significance assigned to it in his scheme of education are new and almost revolutionary. If we search through English books on education for a chapter on *interest*, we shall find little to recompense us for the labor. While all may admit the practical value of interest, our writers have not emphasized its importance.

Herbart and his disciples, on the contrary, have devoted a large share of their effort to an elaboration of this notion in its theoretical and practical bearings. Herbart, himself, puts it in the centre of his discussion (*Allgemeine Paedagogik*) and binds it closely with all his leading principles. Ziller, the most important writer of this school in recent years, gives up nearly the whole of his chief work (*Grundlage zur Lehre vom erziehenden Unterricht*) to an elaborate and exhaustive study of interest.

The key to Herbart's position with regard to interest is found in the relation of interest to *will-training*. Interest is rendered important because through it the chief avenue to will-development is opened up. With Herbart right will-training is the supreme aim of education. He reiterates this idea till some people find it nauseous. Because of the close and vital dependence of will-development upon interest, some have concluded that Herbart left out the will and set up desire and interest in the place of it. Whatever other people may think, Herbart himself consciously set up as the central idea in his scheme of education the development of *strong moral will*. Interest and desire are no substitute for this but only a means by which to reach it. Strength of character with Herbart depends, as with other philosophers, upon strength of will. But he finds that the educative approaches to a child's own voluntary will efforts are through interest-inspiring instruction. That kind of will effort produced by external authority at the command of par-

ent or teacher may be valuable in the formation of habit. But to develop in a child a will which is disposed to choose the best things, when finally it becomes free to choose, (that is, free from the authority of others) requires an instruction that appeals to a child's own inner self, his natural needs and interest. Interest not only gives zest to knowledge, but makes it personal and brings it home to the individual need. Wherever true interest is, knowledge becomes a matter of personal value and concern. Again the highest motives and duties that men can feel and appreciate are the centres of the strongest interest. But this result depends largely upon the instruction. The moral ideas of the good and right, when properly presented, make the strongest possible appeal to personal interest and strike home to the centre of individual character. The central aim of Herbartian pedagogy is to make the cardinal moral ideas matter of supreme controlling interest so that the will as expressing itself in conduct may be regulated by them. The will is to become free by yielding obedience to deeply felt and appreciated moral principles.

In order to test the truth of the above statements a series of passages translated directly from Herbart and Ziller will be added. First Herbart in his *Allgemeine Paedagogik* and in *Umriss paedagogischer Vorlesungen* speaks as follows:—

Since morality pure and simple has its abode in one's own will according to true insight, it must be, first of all, taken for granted that moral education has to bring forth in the soul not some externality of conduct but insight together with its appropriate will.

Now that the idea of right and good, with all their precision and purity, must be the genuine objects of the will, that by these the innermost real content of character, the deep kernel of personality, is fixed together with the subordination of all other choice or caprice—this and nothing less than this is the aim of moral training.

That which generates character in men as rational human beings is the will and indeed the will in the strict sense, which is widely different from sudden attacks of whim and desire. For these are not decisive but the will is. The *sort* of decisiveness makes the character.

Virtue is the name for the whole of the pedagogical aim;

it is the idea of inner freedom in a person grown into steadfast reality. From this springs at once a twofold work; for inner freedom is a relation between two members, insight and will, and it is the business of the educator first to bring these singly to realization, so that they may be then bound together in a permanent relation.

The final aim of instruction lies already determined in the idea of virtue. But the nearer aim by means of which the final aim is attained and which must be particularly set up for instruction, may find expression in the term, *many sidedness of interest*. The word interest expresses the sort of mental activity which instruction must produce if it is not to fall short and end in bare knowledge—for knowledge may be thought of as an accumulation, which might be incomplete without the man's thereby being made a different person. On the other hand, he who holds fast to his acquired knowledge and seeks to enlarge it, has an interest in it. But since mental activity has many phases, the term many sidedness should be included in the expression.

In view of the notion of virtue it is to be observed that many sidedness even of direct interest such as instruction should produce, is by no means virtue. But on the other hand, the less there is of original, mental activity the less can virtue be thought of. Ziller in his chapter, *The development of will through instruction*, speaks as follows:—

We must not put off to a distant future the direct effort to bring about this result, that through instruction the will is to be developed. In fact every recitation should not only generate, extend and strengthen knowledge and skill of a certain sort but it should always be, at the same time, a school for the development of will; and this is the case when, wholly apart from its concrete content, a state of mind is brought about which approximates the will. But there is a fourfold aspect in which a pupil's state of mind, through instruction, may take on a character which resembles the will.

First, there belongs to the will an *aim* which it sets up and then, by calling forth all the mental powers, seeks to attain. From the standpoint of such an aim, each single recitation should also proceed. In the second place, the will attributes

a *value* to that toward which its effort is directed. It prefers it to something else, and just because of this value it wills it, and when it is employed with its objects, it experiences a feeling of satisfaction. Such a feeling of satisfaction in instruction the pupil himself must experience if his state of mind and feeling is to approximate the will; and he must show his satisfaction by a lively participation in the instruction.

In the third place, the will is characterized by *progressive effort*. It is not a state of rest as is feeling, but a state of movement, and therefore it cannot be satisfied with what it already has or involves; it cannot remain at a standstill, but pushes ever forward. Such an expansive power, such a self-active, forward impulse must come into a pupil's mental life, if thereby his will is to be developed. It is not, therefore, a dead lifeless, knowledge.

In the fourth place, the mental activity produced through instruction must acquire a *supremacy* over all other activities such as the will manifests. It steps forward and assumes supremacy over mental activities and even exercises rulership over the inner life. With this, of course, are paired strong and powerful ideas (clear and well knit together).

But a state of mind which is superior to all other mental states, apart from the will, which constantly fills us with a feeling of satisfaction which urges on to study, self-active progress toward new and higher aims—is called *interest*. It is the germ and root of all *will*, and an instruction without such interest is not a pedagogical one, for only through this interest does it work upon the will.

SCIENTIFIC TEMPERANCE.

ELI F. BROWN.

The body grows and must have material for this increase and development of parts. The body wears away by use and needs substance to repair such waste. The body becomes tired from action and must have rest and nourishment to restore its vigor. Food supplies needful material. By digestion rich blood is formed. From good blood each part receives

what is required for growth and renewal of powers. Proper food, together with exercise in the open air and sunlight, makes the blood both rich and pure. From this living current the entire body supplies its wants and sustains its life. The body and the mind live and act together, each depends upon the other, each serves the other. Health of body and elasticity of mind are required to make life vigorous and beautiful.

Poisons make bad blood. The blood current which contains these evil substances, instead of rebuilding and renewing with health and vigor, tends to produce disease and to destroy the very life itself. Thus poisons weaken the body and degrade the mind. If a person persists in using a poison, however disgusting it may be at first, his body will try to bear the evil and will do what it can to adapt itself to the presence and effect of the poison. The body will soon say: "If you use this poison I will become a poison-eater, and you must continue to give me this poison." Thus a strange hunger comes upon this person. He craves his chosen poison. When he would break away, he finds he cannot easily release himself. This strange appetite becomes so fixed in the nervous system that most persons who are so unfortunate as to have formed a poison habit, continue to be enslaved and injured by it, rather than endure the hardship of breaking away from the tyrant. The poison in the blood causes indigestion because the stomach is weakened; it causes the heart to be irregular in action because the nerves and muscles are injured; it produces feebleness of mind because the brain is hurt. The example of a person who permits himself to use a poison is bad. Such an example is to be shunned rather than followed.

Tobacco is a poison and only a poison. No animal, except the tobacco worm, feeds upon the leaves of the plant. In no sense whatever is tobacco a food. Men chew and smoke tobacco as though it were beneficial to them, but the fact is, men who use tobacco in any form or manner, do so because it is a poison and they have formed the tobacco-poison appetite. Instead of being a benefit to them, tobacco is an evil; it does not add to life and vigor, but tends to destroy and kill. Many of those who use the substance are deceived by its narcotic

effects in quieting their appetite for it, into supposing the tobacco to be good for them. Most of those who are addicted to its use know and admit the injury it does to them. Others find that the only hope for relief from its serious inroads upon their health, is to stop its use completely.

To the medical sciencé tobacco is known to be a most violent narcotic poison. It may be used to relieve lockjaw but produces such sickness and depression that it has been discarded for other narcotics. It may be used to relieve cramp, but in some cases in which it has been applied even externally death has been caused by the poison of the tobacco. In the chewing of tobacco the nicotine, which is the violent element goes directly into the blood by absorption in the mouth, while a small quantity is swallowed and absorbed in the stomach. In smoking, the poison is absorbed both in the mouth and in the lungs. Thus the blood is made impure and the lungs are injured. In the smoking of cigarettes other injurious substances are taken into the mouth and lungs with the nicotine of the tobacco. Cigarettes are particularly deceiving because they are so small and are, seemingly, so innocent. Cigarettes are so cheap, too, that their slight cost is no hindrance to their use. Children look upon cigarettes as a kind of boyish toy and a harmless amusement and gratification. Let it be said in all truth to the contrary, that the cigarette, however toy-like or little, is filled with vile poisons of the most seductive kind, and the habit of smoking it, is much more evil in effect, than that of using tobacco in cigars. There is no safety in any case but in refraining wholly from all forms of tobacco. The brave boy must say in his heart and soul, "I will not yield to the bad example of those who use tobacco or other poison; I will not hurt my body and mind; I will live a clean life, and become a strong and vigorous man."

NEVER before were men and women studying as now the questions of *what*, and *when*, and *how*, in the public schools. Never before have educational workers been so organized for the getting and giving of the benefits of experience and study in this field.—*John B. Gifford.*

SHAKESPEARE.

JONATHAN RIGDON.

A drama is a form of literary composition in which a number of characters are represented as acting in conflict with one another or with a principle. They may so govern their action that it will put them in harmony with the principle and bring everything to a happy termination. Such a drama is called a *comedy*. Or the actors may refuse to allow their lives to be governed by principles. In this way they prolong the conflict but it is only a question of time till it will bring them, not the principles, to destruction. Such a play is called a *tragedy*.

Again, the dramatist may derive his material either from history or from imagination, which gives us another basis for classification. We therefore have the following:

CLASSIFICATION OF THE DRAMA

(A) AS TO THE SOURCE OF ITS MATERIAL.

- (a) *Historical.*
- (b) *Imaginative.*

(B) AS TO THE PRESENCE OR ABSENCE OF AN ELEMENT OF MEDIATION IN THE CONFLICT.

- (a) *Comedy.*
- (b) *Tragedy.*

This gives us the four forms of the drama:*

1. *Historical Comedy.*
2. *Historical Tragedy.*
3. *Imaginative Comedy.*
4. *Imaginative Tragedy.*

Henry VIII is a historical tragedy, since its material is the facts of history and since its leading characters so act as to come to a tragic end. The first thing necessary to an understanding of it is an understanding of the history upon which it is founded. I, therefore, give below and in my following article substantially as J. A. Joseph has given it in his valuable little book on the play,

*For a more exhaustive classification of the drama see Snider's Commentaries on Shakespeare, Indiana Publishing Company, Danville.

THE HISTORY OF HENRY VIII.

The student of Henry VIII should prepare himself well on the Reformation, as an aid to the understanding of the play. The play is taken from a wonderful century— the sixteenth. It is the beginning of a new era in the world's history. For one thousand years the Christian Church had had its wonderful and influential history. Sometimes it dominated over all temporal and spiritual things, and at other times it was the lowest and most debased object of the most debased period of the Middle Ages. All in all, however, the church was always a saving force in an age when there seemed to be no stability and no hope. Well for Christianity was it that the church controlled it so thoroughly in its period of childhood. The Middle Ages represent well the growth of man when he seems to need the guiding, restraining power of a parent to insure his safe journey through a period fraught with the good or ill of his future.

When the Anglo-Saxon race was living its childhood period, the church, like a parent, guided it over that age, when otherwise it might have fallen from lack of strength and purpose. But when it could walk, when it had become a man, and could think and act somewhat for itself, then the church failed to see its place, and sought to perpetuate its parental rule. The rebellion against this authority became the Reformation, from which both Catholics and Protestants have secured strength.

Christianity had reached English shores very early—how early it is not just known, perhaps as early as 200, A. D. But the real conversion of England was in the time of Gregory the Great. The Roman and Celtic branches of Christianity had their fight for supremacy, which resulted in giving the island to the Roman religion in the Seventh Century. Every step gained was jealously fixed and no effort was spared to secure all power in England. From this time till Henry VIII, the Roman Catholic Church was the national church of England, and its history there was much like the history of Christianity in other parts of Europe. From the eleventh century it had claimed both temporal and spiritual power and generally made its claim good. All the civilized world was now thinking, and a thinking world soon

stands alone. Luther was not the cause of the Reformation, he was only an instrument. He dared say what the world dared only to think, and if the world had not thought, Luther could never have forced the change. Reforms do not come from pique or pride. The world cares nothing for one man's desire for revenge, or one man's ambition. It has laughed thousands to their graves where it has followed one to victory. There is a depth to reform deeper than one man's desires. The world is not a ball kicked about by ambitious men.

Henry VIII wanted a divorce, certainly, but no careful student of history would hold that the great English Reformation has no other origin. It rested in the hearts of the Englishmen; Germany, Switzerland, Holland, France and England were all ripe in this century for reform.

Two hundred years before Henry's reign, England was shaken by an attempted reform that should have warned the church of the inevitable end, but man learns his bitterest lessons only by experience, and the warning went unheeded. England had then wrested the great charter from John and had secured her Parliament, but the fight to retain them was yet necessary. The church had reached its most corrupt age when John Wycliffe had sounded the warning cry by resting church doctrine solely on the Bible. "All power," said he, "was from God, and of God, and no man, be he pope or king, held power exclusively." To God the soul was responsible, and to him it should appeal. England then rested in a fearful state. The "black death" took almost half the people, and the clergy was weak and corrupt; yet the church lived in greatest splendor, but it was a splendor that covered the deadliest cesspool of corruption.

It was now that Wycliffe determined to translate all the scripture into English and scatter it broadcast over the land. This the church determined he should not do, but it was done, and the influence could never be killed, though under Henry IV, 1408, after Wycliffe's death, a synod declared that a translation of the scripture from one tongue into another was a dangerous thing and must be prevented. During his life Wycliffe lived to meet all the storms of church anathema, but he was a man dauntless and fearless and never wavered.

His movement spread, many converts flocked to him and became known as the "Lollards," a name taken from a religious brotherhood in Germany, whose duty it was to visit the sick and bury the dead. Not only did Wycliffe translate the Bible, in direct violation of church orders, but he went farther and wrote a treatise against Transubstantiation, a strike against the very central teaching of the papacy. About this time occurred the uprising of Wat Tyler against serfdom, and the Lollards were blamed unjustly for the rebellion, and church and state united against Wycliffe but he was mercifully removed by death before the cruel hatred toward all reform could punish him. He was the hero of the ages. He dared do what no other man dared for nearly two centuries after and his work lived quietly on until Henry VIII, by its developed power, was able to wrest all England from the church. Forty years after his death, Wycliffe's bones were dug up, burned and scattered to the winds. As has been said, "The waters of the neighboring Swift bore them to the Avon, the Avon to the Severn, the Severn into the narrow seas, and they into the main ocean." From here they touched the whole world. It would not be profitable to the student in this connection to carry Wycliffe's work farther. It had seemingly failed, but one hundred and fifty years after, it was seen stronger than ever before. The Roman Church in England, from Wycliffe until Henry VIII, went on without any notable disturbance. It was the state church and used all the temporal power it dared. Henry VIII was now twelve years old and King Henry VII was ruling England. A word about Henry VII. The long "War of the Roses" had almost prostrated England, and had ceased more because there was no energy left to fight on, rather than because the question had been settled. It was a fight between the houses of York and Lancaster for the throne. After a long struggle the house of York had seemingly seated itself securely. Henry VII had been in exile and was the son of Edmund Tudor, Earl of Richmond, who had died before the birth of his son. Gloucester had murdered the sons of his brother, Edward IV and made himself King as Richard III. Henry was then twenty-six years old. He hastened into England to unseat the new king. On Bosworth's field, Richard

was defeated, and young Henry gained the throne as Henry VII. He removed by death two nearer claimants and married Elizabeth of York, thus uniting the two Roses, the red and the white, or the houses of Lancaster and York.

This practically settled the long struggle and established the Tudor house. Henry VIII was much like his father had been, mean and heartless. No crime stood in either's way and both believed in absolute government. When Henry VIII became king, the English language was spoken only in England and there poorly. Spain was the greatest country of Europe, and France was a close follower. The Holy Roman Empire had united with Charles V of Spain, which had made him almost dictator of Europe. The Turks were a threatened power at Constantinople, now their great stronghold. They also held Greece and threatened Italy and Hungary. Prussia was a little more than a land of swamps and deserts. Holland was prostrate at the feet of Spain. Italy was one great battle ground, and the Pope held a gigantic hand over all. England was of little influence in European affairs just then. She was almost ruined with civil strife, and was too small to attract much notice, except as an allied power with either Spain or France, or some of the German princes. There were about four million people in her boundaries and no established union among them in thought or language. But in spite of all these things, Henry's accession to the throne made England happy. He held an indisputable title and civil war was over. He had great personal qualities; handsome, strong, intelligent, courteous and accomplished. He seemed an ideal king. He spoke English, French, Spanish and Latin, understood Italian, played upon almost every musical instrument and sang and composed well. Nature, it would seem, could have done little more for him. He heard three masses per day and sometimes five. One writer says, "He was the handsomest potentate I ever set eyes upon." This was the man who was to bring about the English Reformation, and who forms a central character in Shakespeare's play, Henry VIII, and who in the history was probably ruined by Wolsey. Cardinal Wolsey, it was claimed, was the son of a butcher and had received a good education and entered the church.

He became tutor in a noble family, which, pleased with his talents, recommended him to Henry VIII who made him a Royal Chaplain. For quickly and deftly accomplishing the marriage of the king and Margaret of Savoy, he was made Dean. He had become much of a favorite with Henry VII, and when Henry VIII became king, Wolsey was an important personage about the court and was soon made almoner. This position gave him prominence. The king was charmed with his manners and abilities. Honors fell upon him thick and fast. He was made bishop, dean and archbishop of York in quick succession, in fact all in one year. He was courted by all now. The pope made him cardinal, the king made him chancellor, the pope then made him legate. He held the temporal and spiritual power of England in his hands. Now his ambition was to become pope. He was immensely wealthy. He drew pensions from the pope and kings of Spain, France and England, and his administration made him popular with the people. It is in all his greatness that Shakespeare uses him in the play. He brought about the famous meeting between Henry VIII and the king of France on the "Field of the cloth of gold," never perhaps equaled in splendor and uselessness. About this time came the rivalry of Buckingham and Wolsey, spoken of in the play. Buckingham was one of the wealthiest nobles of England and of royal blood. He complained of the enormous expense of Wolsey in his administration of the government and especially on the "Field of cloth." Buckingham was a believer in fortune-telling and had been told by a friar that his son would be king of England. He began to augment his house. About this time he discharged a servant, who, for revenge, hastened to Wolsey's willing ears and poured forth a tale which was not all true, but which gave Wolsey his opportunity. Buckingham was tried for treason, and, of course, found guilty. He died amidst the lamentations of the people. Thus the only rival of Wolsey was put out of the way.

He now began the great schemes of his life. His ambition was to fill the papacy, which he had been promised, but he was disappointed when he realized the fruitlessness of his efforts, and turned his attention to the internal affairs of England. With the fall of Catharine began the fall of Wolsey. The

queen and her friends rightly judged him to be the author of much of her trouble, and they plotted against him. Also, Anne Boleyn, whom he at first sought to prevent marrying the king, did not like him and she now being queen sought to do him harm. The end was not far. The king ordered him to return the keys of his office and go into exile. He was finally arrested for treason, and died before trial could be given him. This was the man who held the young king's affairs in hand when Henry VIII was in his full bloom of promise. Wolsey was old enough to be the father of the king and his brilliant intellect and wide experience made him either a safe or unsafe adviser, as he would use his power. But Wolsey found an apt pupil in the new king and a few years saw him an ideal despot, not to be trusted by friend or foe. Wolsey developed all that was bad in Henry's character. He became an inveterate gambler and a vain, conceited, selfish, oriental despot. Morality became only a name in his rule. From king to beggar society was rotten. Beggars were more numerous in England than in any other part of the world. The poor were especially miserable. The king and Wolsey were reveling in eastern splendor, while outside the palace gate was unspeakable wretchedness. The church was no better than the temporal affairs. Reformation was needed everywhere.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS, Chair of Pedagogy, University of Illinois, at Champaign.]

THE PROBLEM OF READING IN THE HIGH SCHOOL.

While the Young People's Reading Circle is doing so much for the cause of good reading in primary and grammar grades we must not forget the problem of reading in the high schools. Gussie Packard Du Bois, speaking of this matter in the *School Review*, in relation to the Chicago plan, writes, after a few introductory words, as follows:

"The mother-love guides the child in his first awakenings, and leads him to observe the forms of animate nature and to listen to her voice. Then the teacher takes the mother's

place, but she brings to her aid in books, a great company of invisible spirits, and we have now put the child into the hands of teachers whom no man may number.

"In making it possible for him to read books, we have added greatly to the power of the teacher, and of all times in his life when this company of invisible spirits can be called in there is none more significant, than when standing on the threshold, he waits to hear what his books shall say to him when they begin to talk.

This is a crisis in our educational system. What shall the boy and girl who have listened to the voices of Nature, who have learned the letters, the little black lamb *a* and the walking *c* of Oyvind's childhood, and whose love of the beautiful is already developed by glimpses through the doors that have been set ajar in the Common School life—as they enter the high school, standing on the threshold wondering, listening, what shall they read?

"Is there not a body of literature, the rich deposit of centuries, in whose simplicity, homely instincts, free spirit of wonder and belief, these eager minds may find natural development?

"This question has been answered; the crisis has been met and passed and in the course of reading prepared for the high schools of Chicago, Prof. A. F. Nightingale, superintendent of high schools, has placed within reach of future students a force so far reaching, so strong and resistless, that it cannot be grasped by the present, nor comprehended in the passing moment.

"What shall they read? Try to solve that problem, you who love books, who have found in the friends between covers a solace and pleasure which you long to bring within the reach of young souls just beginning life, and I venture to say you will be ready many times to give up in despair, so far-reaching is the thought, so labyrinthed the consequences, but you will also be more ready to see the beauty and perfection of this course as it stands to-day.

"Now reading is a fundamental contribution to the intellectual and spiritual growth; but let us ask ourselves what we mean by reading in our own habit of life. We mean reading for pleasure, for the satisfaction of some appetite for reading;

and this reading for pleasure is what we recognize universally as the great explanation of literature. It is the delight of the poet to sing, of the novelist to tell his story, of the reader to hear and read, and the supreme end which the art of reading should have in view, is the recognition of the great.

"Now the boy may be indifferent to *Hiawatha*, yet have his brain set on fire by Custer's raids; electricity and the telescope may do for him what Wordsworth cannot. The avenues of his mind are countless, and if he would read with delight, he must read that toward which his love is bent. This has been met and provided for in this plan of reading, and no matter what the inclination of the pupil, if it be in ever so small a degree healthy, it finds nourishment.

"How is a boy who comes to his first high school year with every vein tingling with a desire to understand electricity, and the wonders of science, to make proper progress? He is continually trying to create vacuums, to run batteries, to set wheels in motion, and if his mother is uninformed as to blue vitriol and electric bells, keeps her in constant terror of possible consequences. Picture his delight—and his improvement when he finds at his hand Buckley's *Fairyland of Science*, *Life and Her Children*, *Winners in Life's Race*, followed in the second year by Mendenhall's *Century of Electricity*, *Geology of a Piece of Chalk* by that master, Huxley, *Light Science for Leisure Hours*, by Proctor, and in the third year by *Forms of Water*, by Tyndale, and Winchell's *Sketches of Creation*.

"Perhaps from the same family, for such is life, will come a girl instinct with imagination and poetry to her finger tips. Must she be fed science and electricity, and that love of beauty be starved on the practical? Never; here are Cotter's *Saturday Night*, *Snow Bound*, and a host of others in the first year followed by *Sesame and Lilies*, Gray's *Elegy* and *Shakspeare*.

"But, you say, my girl and boy care neither for poetry nor science, they seem to take to fiction. Very well, and are not some of our greatest writers makers of fiction? Here they can find their heart's desire, but only the best, and that which will tend to lead to something further on. Old Fashioned Girl, Bunby, *Ivanhoe*, and the work of such authors as George

Eliot, Walter Scott, Hawthorne, our own Stockton, Conan Doyle and Barrie.

"Does the student long to read of thrilling deeds? Here are the Boy's King Arthur, Gustavus Adolphus, and Lady of the Lake in the first year, Stories of the Persian Wars. History of the French Revolution, and Lays of the Scottish Cavaliers in the second, and Richard the Second, King Lear, and Romola in the third and fourth.

"For the mind historically inclined, are History of Germany and of France, Peter the Great, History of American Revolution, Rome, Carthage and a host of others.

"For the naturalist, John Burrough's books and Biart's Adventures of a Young Naturalist, supplemented by Thoreau, him whom all Nature loved.

"But, some one may say, we believe in all-around education, not a one-sided one on some specialty. This, in its fullest sense, is what Prof. Nightingale has attempted, and will work out in his course of reading. Think you not the boy who revels in science will come after a time to that point where of his own accord he will want to know something about the men who are great forces in the world, and what they have written of other things?

"The girl who has cried over Louie's Last Term at St. Mary's, and to whom the Old Fashioned Girl is as real and dear as her friend of to-day, will she not sometime be as eager to know of the sayings and doings of people in history? While the boy who has been fed on Bryce's American Commonwealth and Critical Period of American History and has liked and digested it will, in a few years, be ruling our country more intelligently than it is ruled to-day.

"When I consider the pervasive influence of literature, when I think of these clear-sighted dwellers in its borderlands, while my heart thrills in unison with theirs over deeds of chivalry and prowess; melts to tears over the pathos of Shakespeare or Dickens, finds an answer to the problems of science, and follows the windings of history, this simple list of books seems to me more touching than the highest burst of oratory; for from it they shall enrich their lives with treasures that will never lose their brilliancy, and in it find friends who will never desert them. One of the natural results of

such reading, and one which is sought for in its adoption, is the development of a style in writing, the power of expressing thoughts in honest English. I think teachers of experience will agree that it seems impossible in our school years to do more than to teach the avoidance of glaring error and the acquisition of a style that is negatively good. For the delicate shading, the forcible structure, one must build the foundation, nor hope to see the completed picture, the finished walls. What a mighty help then, when we enable the boy or girl to listen week after week to masters of English speech! It is not the quantity read, but the amount digested, assimilated, that adds to the growth, and the man or woman of after life who not only feels that he knows a certain fact, but is able when the need of the moment calls to put his hand on it, is in reality the best educated. It is during these growing years that the power of appropriation is strongest, and so irresistible is the impulse that if nothing better is provided, they will feed upon chaff.

"Prof. Nightingale has been giving the subject a great deal of thought and time for several years. Believing as he does, and as all thoughtful readers must, that the habit of reading, if properly directed, will give the pupil in later years a ready flow of words in writing, a large vocabulary of the best English words, a love for the best authors, and a knowledge of their best works, he has given to this selection the best work of a ripe scholarly judgment. There are forty books for each year of the course, making one hundred and sixty books duplicated according to the pupils in each school, and from these each pupil is expected to read ten—not more than twelve, each year, for the danger of reading too many books is guarded against as well as the danger of reading too few. Assimilation, not gormandizing, is sought, and to this end reviews or papers are written by the pupil as he reads, little except reproduction being expected of the children in the earlier years, while some able reviews come toward the close of the course.

"The teachers have charge of the books and are ready to encourage and suggest or explain anything that may not seem clear. As the pupil passes from one year to another, the books are a little stronger and deeper, until, in the last year,

there are such books as men and women of matured taste read and love. Of the books that experience has taught will be most called for, more copies are provided that several may be out at once, and the number of duplicates is varied according to the number of pupils in the school; so there are books for nearly every one, no matter what the trend of his mind.

"It is a system of education in itself only to be appreciated in full when years have gone by, and the doors of our high schools have opened and shut many times on those who have been deepened and broadened in their school years by the food that is here provided.

"The greatness of a country is in the greatness of its ideas, and who shall determine the strength of heart and poise of intellect, the skill of touch and keenness of perception that may make great our country in the years to come through the nourishment that has been given to latent powers by this course of reading of the Chicago High Schools."

[A list of the books furnished the Chicago high schools will be printed in an early number of the JOURNAL.]

AN INTERESTING DISCUSSION

THE ILLINOIS SCHOOLMASTER'S CLUB.

The Illinois Schoolmaster's Club, at its recent meeting in Bloomington, spent its two sessions on a discussion of the Culture Epoch Theory, as a basis for the selection and proper succession of subject matter in a course of study. The discussion was led by Dr. Van Liew, and based on his scholarly and elaborate discussion in the Year Book of the Herbartian Society for the scientific study of education.

The following is a copy of the Theses maintained by the leader of the discussion:—

THESES ON THE CULTURE EPOCHS.

1. The child, in attaining a grasp of the social order and civilization into which it is born and the power to adjust itself to that order, must pass through those stages of spiritual development that have been essential in the evolution of the race.

This so-called theory of the Culture Epochs, is an application to the psychical development of the child of the theory of recapitulation which the doctrine of evolution regards as established for the physical development of the individual.

The theory may be argued from both the formal and the material points of view:

As to form, the analogy between individual and generic development may be briefly indicated as follows:

2. (a) In both child and race, mental development proceeds from absorption in the mass of sense perceptions, through the highly imaginative or mythical and legendary interpretation of phenomena, to the higher historical, philosophic and scientific interpretation.

(b) In both child and race, the development proceeds from the grosser, uncontrolled forms of impulse, through stages of fickleness and caprice, of childish trust in the patriarchal guidance, of rebellion against the law and the lesson of necessary subjection to the law, and of rational insight into the fitness and voluntary self-subjection to the law, or autonomy.

(c) Similar lines of comparison may be drawn for the development of the interests and emotions, which are, however, very closely associated with and implied in the intellectual and volitional development of the individual and the race.

As to material:

3. The subject matter of development, *i. e.*, the stimulus to development found in both the natural and cultural environment, is very largely the same for the race and for the child, thus giving *occasion* for the parallelism of development.

4. Education bespeaks for the child a natural development of his powers. In so doing it implies the possibility of a right principle of succession for the materials of instruction and the educative activities.

5. The principles of succession that have thus far been applied may be briefly summed up as (1) the principle of the relative ease of acquisition, which is an imperfect attempt to recognize the limitations which the child places upon the formation of the curriculum, and (2) the principle of the logical unfolding of the subject matter, which recognizes the

limitations that the nature of the subject places upon the formation of the curriculum.

6. Neither of these, alone, can be made the chief principle of succession in the curriculum, for neither adequately meets the requirement of sympathy between the child and the materials that are to stimulate his development at any given stage.

7. There is need of a more perfect principle of succession, (1) because of the imperfection of the principles stated in thesis (5) when taken alone, (2) to give unity and purpose to those materials that will best meet the requirements imposed by the child and the aim of instruction, (3) to meet and utilize the child's developing interests and impulses and (4) to furnish the "leading motive" to the work of concentration.

8. The principle that meets these requirements most satisfactorily is that of the Culture Epochs, since it seeks to recognize the growing interests and powers of the child by introducing organic wholes of subject matter corresponding in general to each successive stage of development and looking toward the ultimate end of education.

9. The application of the Theory of the Culture Epochs is limited by the following facts: (1) Each child is born into the world with a constantly increasing store of inheritance, thus shortening, to a slight degree only, the range of recapitulation. (2) Progress in civilization and culture places about each child a somewhat changed environment. Hence the child finds himself in a *present* environment, the present's expression of past ages, while at the same time following an order of spiritual development that characterized the earlier growth of the race. The modern environment tends, therefore, to hasten the development of the earlier stages, and to render the parallelism of the latter stages less clearly marked.

10. While the Theory of the Culture Epochs is still open to the researches of comparative history and psychology, it is sufficiently well established to admit of application in education, at least along the following lines:

(a) It calls for an historical movement in the curriculum, in which the chief theme shall be furnished by history and

literature. (Comp. McMurry's Special Method in History and Literature.)

(b) It bespeaks for the selection of material in history and literature an emphasis of classic periods and classic products, and their treatment as organic thought wholes. "Periods that no master described, whose spirit no poet breathed, are of little value to education," and "great moral energy is the effect of great scenes and entire unbroken thought masses." (Herbart.)

(c) In that the Culture Epochs point to certain prominent phases of growth at different stages in the child's development, they at the same time suggest the most fitting and sympathetic mode of approach to the child.

(d) In that the Culture Epochs have distinctly in view the aim of education, in conjunction with the principle of concentration it seeks to point all instruction and all school activities toward a fuller and more intelligent grasp of modern, social and national order and institutions. Hence they suggest that method of treatment for all the branches of instruction, that shall ultimately place them in the light of their value for human power."

The whole argument amounts to just this: The child develops through the same epochs of mental life as does the race; therefore the clue to the successive phases of the child's education and the proper succession of educative material, is found in the culture epochs of the race.

I think no one questions that the child and the race pass through, in a very broad way, the same epochs: as that of sensuous life, imaginative life, the life of reason, or some such scheme; and that the study of the analogy, throws light on the proper method of educating the child. But after all, it must not be forgotten that it is the child, and not the race, that furnishes the basis for the solution. The movement is from the child to the race, and not from the race to the child.

It is a law of comparison that the object used to explain another must be more simple and familiar than the object to be explained. A psychologist once sought to explain the three powers of the mind by reference to the Trinity, and in doing so was only explaining the Trinity. Once upon a time, it is said that a house-wife bought a recipe for killing bed-bugs,

and, after the peddler had gone, she opened the package and found it to consist of two wooden blocks, with the direction on the side of one block to catch the bug, place it between the blocks and press them together. Now in the Epoch Theory the point is to catch the bug. How has the race developed? Ah! there's the rub. If you'll catch the bug, I'll press the blocks.

It is a very common process to attempt to explain the development of the race by means of the development of the child, the child being the more familiar and the more simple term. We are with the child daily and through the course of its development, but the race lies beyond our reach and we are utterly baffled in the attempt to give any account of its consecutive unfolding. Draper in his *Intellectual Development of Europe*, used to good effect the course of the child's life—childhood, youth, manhood, old age—to explain the development of the race in Europe; but it remains for the modern pedagogue to see the unfolding of the race so clearly that he can use as the known term of comparison the race to explain the unknown child.

Let us be understood. There are helpful analogies between the development of the child and of the race, of course. But when one turns from the child and announces the culture epochs of the race as the key to the solution, he is only making confusion worse confounded. If the advocates of this theory claim that by Culture Epochs they mean those of the child, then they are only telling us how to apply new words to old truths; but if they mean to announce, as they seem, the culture epochs of the race as the determining principle for the selection and succession of educative material then they are straining at the gnat and swallowing the camel. With this as with every other problem of pedagogy, one must enter in at the straight gate. The living child is confronted by the living world. These are the never varying terms and conditions of the problem; and the problem must be solved in its own terms and on its conditions. The unfolding reason in the child in touch with the unfolded reason of the world in which he moves is the rock upon which every pedagogue must build his church. These two factors determine the pro-

cess, and must ever hold their ground against the restless seeking after new and strange gods.

The Culture Epoch Theory is interesting and suggestive, but it cannot assume the role of a fundamental, practical principle of education.

PRIMARY DEPARTMENT.

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

THE ORIGIN OF THE WORD-METHOD.

The following on the origin of the word-method will be interesting to most primary teachers. We copy it from the preface of the little book, Webb's New Word-Method.

On an early summer morning of 1846, a young man barely twenty-one years of age, was reading a newspaper in the sitting-room of his boarding place. He was the teacher of the village school.

From early boyhood he had been regarded as "odd." He did not do, he did not think as other boys of his age generally did. Often was he reprov'd for finding fault with what others considered "well enough." He would reply: "If we could see no defects, we would make no improvements." Many were the little devices to save labor and give better results, seen on the home farm.

While waiting breakfast, as already mentioned, a little girl four or five years old, climbed into his lap as she had often climbed before. Her mother was in the kitchen preparing breakfast; her father, in the yard milking the cow.

The teacher laid down his paper and began to talk to the child. The father was mentioned, what he was doing and the cow was talked about. Just then his eye caught the word cow on the paper he had laid down. He took it up and pointed out the word to the child, again calling her attention to the cow, and to this word as the name of the animal her father was milking. Soon she looked up into the teacher's face; her eyes kindled with intelligence; she caught the paper, jumped out of his lap and ran to her mother, exclaiming as she ran: "I know what it means; I know what it means. It is

a cow just like what papa is milking," and she pointed out the word to her mother.

Many a boy and many before Newton had seen the apple fall. It may be that many a teacher had done just what this teacher did; but into him the circumstance flashed an idea. He at once began to experiment, not only with this little four-year-old girl, but with the beginners in school. The lessons were prepared in the evening, and in the morning printed on the blackboard, and he himself taught them to the children with the most marked—the most wonderful success. There were no unpleasant tones, no drawling. On the contrary, the children read in pleasant, natural tones, giving the emphasis and inflections of the playground.

From time to time these lessons were printed and formed page or hand cards. The children became very much interested in reading them. They read them in and out of school. They read them anywhere—everywhere one would listen. They would take their cards with them to the table—to bed, as little girls sometimes do their dolls.

At first all the parents were very much pleased. But, alas, there was trouble ahead. It was soon discovered that the children could not spell the words—they did not even know the names of the letters. Some of the parents "waited on the teacher" and left him with unpleasant memories. Others had faith that "that teacher knows what he is about." There was a good deal of talking, and what "the teacher" was doing became noised abroad.

That fall a teachers' institute was held at Watertown, twelve miles away. Our teacher was sent for. They wanted to know what the "new thing" was. For a week it was explained, illustrated, discussed. Then the following resolution was passed:

Resolved, That having heard an explanation of a new method of teaching children to read by J. Russell Webb, we are of opinion that the interests of our schools require its publication, and we pledge ourselves to use our efforts to introduce its use into our schools should it be published.

Resolved, That a copy of this resolution be signed by our chairman and secretary and presented to Mr. Webb.

E. S. BARNES, Chairman,

J. L. MONTGOMERY, Secretary.

Watertown, N. Y., Oct. 20, 1846.

A Watertown bookseller, Joel Greene, was present. He offered to publish an edition at his own expense—and he did that fall, 1846. This edition bore the title: "John's First Book; or The Child's First Reader."

The New York School Journal says: "That book was the means of a great reform. Millions of children have been saved years of drudgery by the use of the method it proposed, and Mr. Webb is entitled to unlimited praise."

And this is how the Word-Method originated, and how it was born into the world. Since then it has written its own history.

JAY RUSSELL.

It was certainly a great stride in the teaching of reading when it was found that children could learn whole words just as easily as isolated letters and probably easier. In learning these words the children made an association of the particular printed form for a definite idea which is more than can be said for the old alphabetic plan. In addition to this, there is an element of interest that is always absent in the old a-b-c process.

Another step in advance was made when it was found that children could associate entire sentences with the appropriate thought; that the child could see the sentence "The rose is red" and know just what it meant as readily as he could a single word. Each child might hold a rose under the word that says "roses," point to the part that says "red" and so on. That is, it has been found that children can not only learn to recognize words as single things standing for appropriate ideas, but they can learn entire sentences so they can recognize the whole relation to the completed thought and the parts of the sentence as standing for their corresponding ideas.

While the discovery of the word-method has been a revolution in the way of teaching children to read, so too, the discovery (if we may call it such,) of the sentence method is making its contribution to the same work. A happy combination of the two seems to offer the best plan of primary reading.

No other nation ever enjoyed such opportunities or influencing, by its literature, its arts, its commerce, by colonization, and, if need be by its arms, the world's destiny.--
Gen. Aquila Wiley.

NATURE STUDY.—FIRST YEAR.

LIDA CLINE BROOKS.

If there is any meaning at all in the phrase, "The New Education," it means this—bringing that which is new and true and beautiful to the children. In nature study aided by literature, the teacher has unlimited opportunities for enriching the lives of the children by helping them to form those wonderful world pictures which are a source of pleasure and happiness of which no power can deprive them.

The greatest obstacle in the way of science work in the schools is the teacher's lack of faith in her ability to do any thing helpful in this line. But the necessity is upon us, dear teachers, and the children are crying for bread.

Begin at once, if you have not already done so, with the simplest things in the child's environment. Study and investigate *with* the children, getting close to the hearts of the little ones and thus close to the heart of nature. Bring just as many things as possible to bear upon the subject in hand.

Suppose the lesson is to be upon the sun flower. The children are already familiar with its bright face and will welcome an old friend into the school-room with open hearts and eyes. Have as many sun-flowers as convenient and give one to different groups of children. They will very quickly tell you about the color and the leaves and that it has a stem and roots. Now begin by skilful questioning to lead them to see the relation of the parts to the whole. Why does the sun-flower have roots? What do the roots do for the plant? You will get various answers to these questions. Then tell the children the sun-flower has many little mouths in its feet; that these little mouths drink up, from the dark soil, just the food needed to make a stem and leaves and flowers, and all work their very best to make the seed. All summer the stem has been growing and sending out leaves and getting taller and stronger that it may be able to support the flowers and seed. Help them to see why the flower is such a bright color.

Direct them to watch a sun-flower standing out of doors. Let them discover that it always faces the sun, turning as

the sun moves. Things the children cannot discover for themselves, and within their comprehension, should be told without questioning.

They are now ready for a little drawing lesson. Have a board about five feet high to which tack a large sheet of white paper. Fasten a sun-flower, root and all, of course, to this paper and place before the class. Give out paper and pencils, or better, water-colors and brushes, and tell the children to show you on paper how the sun-flower looks. When the drawings are completed, examine and bestow praise for honest effort rather than for results.

Now without any preliminaries, step to the black-board and sketch and tell the story of Clytie. As you tell the story write the words which you wish the children to know. For instance; write the word *sea* where you have represented the water; *cave* may be written in the pictured cave. Sand, seaweed, shells, fish, rock, feet, dress, roots, leaves, stems, sun-flower etc. may be written in appropriate places. When the story is finished, talk about the written words and erase as the children pronounce them.

Now let the children represent parts of the story in sand. When this is finished they are ready for a reading lesson. Call the children around you and draw from them such sentences as the following:—

Clytie lived in the sea.

Her home was in a cave.

The floor was of sand, etc.

Write these stories upon the board and call upon different children to read. Ask the class to look at one story, erase and ask some child to tell you what it said.

For seat work let each child write one of the stories upon paper.

Give a number lesson using the flowers and leaves as objects.

The stories written upon the board are to be printed upon slips of paper and read in class next day. They may be printed upon a copying pad by the teacher.

Mould the sun-flower in clay.

Ask some child to tell the story of Clytie.

Any common plant may be studied in much the same way,

giving life and meaning to the reading, writing and number work.

This is only a suggestion upon one line of work. The opportunities for work in the different branches of science are unlimited; and in connection, poems, stories and myths must be used in bountiful measure. These clothe nature in more glowing garments, arousing in the child a loving sympathy which should pervade all our dealings with nature.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

HOWARD'S TEACHER.

"Won't you, mamma? Please do!" said Howard pleadingly.

"It wouldn't be of any use, dear," replied his mother, gently.

"Maybe it would," he urged hopefully. "You are going right by Prof. Steele's office, any way, and I *don't* want to go in Miss Thomas's room. She's so *bossy*," he added resentfully.

"Well," said his mother, "I'll promise to do my best if you will promise to do *your* best. I will ask Mr. Steele to transfer you to Miss Graham's room if you will promise to work faithfully if you have to go to Miss Thomas."

Half an hour later she sat in the superintendent's office saying, "I have called to ask a favor. I shall be very glad if Howard can be transferred to Miss Graham's room. He went to Miss Guernsey last year. I believe her class is to go to Miss Thomas when school opens."

A shadow flitted across the superintendent's face, but he replied with kind sincerity, "I regret to disappoint you, but the transfer cannot be made unless there is some special reason."

"Howard is fond of Miss Graham and has set his heart upon being her pupil. A child works twice as well who works for love of the teacher as well as of the knowledge gained. Of course, I have my son's advancement at heart."

"Very, very true, Mrs. Fay, and I wish I could give you the transfer. It is really a pity that we cannot consider the individuals in each case, instead of the majority, as we must usually do. There are special reasons why pupils of one class should be assigned to a certain teacher. If I transferred Howard, numbers of others from various grades would ask the same privilege, often for trivial reasons. Other complications rise, and the resulting confusion seems to counter-balance the good to the individuals. Is Howard acquainted with Miss Thomas?"

"Yes," was the quiet response.

"She is a most *excellent* teacher," continued Supt. Steele. "I know of none who gets better results. She has a fine education, is enthusiastic and is abreast with the times. Her work is very thorough. Here is a specimen."

Mrs. Fay glanced over the work with interest and returned the papers with the comment, "Very creditable, indeed."

"Why, in your opinion, does Howard prefer Miss Graham," asked the superintendent tentatively?

"My impression is that she is unfortunate in her manner, is inclined to be autocratic; that unintentionally she arouses combativeness and quells it with an iron will."

"Pardon me, but can you give the ground for that impression?"

Mrs. Fay smiled, "I try to keep in touch with Howard, to be his confidante, that I may guide him. He gets his impression in great measure from his acquaintances among her pupils. He told me among other things, that they call her 'bossy Thomas' and sometimes 'Tom-cat.' Pat Flynn said, 'I jist wisht I could sass her, but I dassn't.' I would cheerfully sacrifice a little thoroughness in exchange for courtesy."

Soon after Mrs. Fay had gone, Supt. Steele said to his trusted friend, the principal of school No. 5, "*Another* parent asking for a transfer from Miss Thomas! Isn't it a pity that so fine a teacher should fail in winning her pupils! I've thought," hesitatingly, "that perhaps you might make a friendly suggestion to her. You have more favorable opportunities than I, to do so incidentally."

Mr. Malcolm did not look happy at the thought and was silent.

"Where do *you* think the fault lies?" asked Supt. Steele, perplexedly.

"Well—I should say it was a lack of what the Bible calls 'loving kindness,' an essence of the golden rule that makes one feel instinctively what 'to do to others', just as one with a fine ear for music feels harmony. Miss Thomas does not know when she makes a discord. She could unhesitatingly stroke a cat the wrong way and sincerely maintain that the cat had no right to object. She met Josie Dean wheeling her baby brother in the park. 'Don't you see the sun shines in your brother's eyes? Turn the parasol this way,' she said, severely. When her back was turned Josie made a face at her! The next day, Miss Graham met Josie and her greeting was—'How do you do, Josie? I am glad you are helping your mother. Let's take brother to the shade. Did you ever count his fingers this way, beginning with the thumb,

" 'This is the mother so kind and dear,
This the father so full of cheer,
This is the brother so strong and tall,
This is the sister who plays with her doll,
This is the baby, the pet of all,
Behold the good family, great and small'

"When she was gone, Josie said, 'Ain't she awful nice?' Miss Thomas does not readily perceive the rights of others and does not yield gracefully. She is sometimes curt with parents when she might be courteous, mistaking their interest for interference."

"Do you think you could help her any?" ventured Supt. Steele.

Mr. Malcolm did not conceal his reluctance. "I am afraid not. She knows that her work is superior, and rather resents the pupils' preference for Miss Graham. Instead of finding the reason and profiting by it, she consoles herself by saying she will not stoop to curry favor. But—well, perhaps I can drop a suggestion in a general talk with the teachers."

(To be continued.)

For sublime heroism, for magnificent strategy, for stubborn tenacity and superhuman endurance the battles here fought have not their parallel. —Gov. Claude Matthews, *Indiana, at the dedication of the National Park.*

DESK WORK.— THE EVOLUTION OF CARD-BOARD LEAVES.

"What *are* you doing?" asked Miss Earle. "I'm cutting out leaves," replied Miss Milburn. "And *why* are you cutting out leaves when there are millions on the trees?"

"Because my work with leaves has *evolved* far enough to find that art must adapt nature to the needs of the case. Doesn't that sound fine? And its quite original, I assure you."

"How many of the 'artful' adaptations of nature are to be cut out?"

"Enough for one division and a number of extra ones to replace those lost or spoiled."

I'll lend a hand in the cutting, if you will explain the evolution. I'm curious to know why you cut these small card-board leaves instead of using real leaves of natural size."

"Is there anything unnatural in a tiny leaf to a child? My little folks call them baby leaves, and consider them quite as a matter of course. I am making card-board leaves in order that my beginners may trace the outline on their slates. I have them small so that a number of copies may be drawn. The evolution came in this wise: Three years ago, I determined to make some use of the multitudes of leaves the pupils brought me. First, I let the children outline a leaf on their slates. But their untrained fingers were too unskillful with pencils, and the fresh leaves too flexible, so the work was unsatisfactory. Next I pressed the leaves, quantities of them and in mid-winter we tried outlining again, with better success. Skill with pencils had been acquired, but the pressed leaves were exceedingly brittle, and so large that a few filled the slates. Last fall I asked for as many tiny leaves as could be found. It added zest to the collecting and I pressed hundreds of them. The children enjoyed drawing a tiny leaf border round their slates, or a small wreath in the center. But I still had to wait for sufficient skill to outline a frail leaflet without breaking it. Therefore, *now*—this fall—I am cutting card-board leaves which are not brittle and little fingers may use them at once and gain skill by the practice. I have chosen the beech leaf for simplicity of out.

line. To-morrow, I mean to have a crisp nature lesson on the beech tree—I have some beech nuts and beech leaves—at its close the children will be eager to draw the leaves with the help of this pattern. There will be a series of lessons. The children will add the mid-vein, then smaller veins. They will learn the terms veins, blade, stem, margin, base and apex. And learn to point them out on any leaf. I shall encourage the bringing of tiny leaves to press, with the understanding that by and by they may have a *real* pressed-leaf pattern. I shall 'correlate' the leaves into various reading and number lessons. A reading lesson I have in mind may develop into,

"I have a leaf.

"It is a beech leaf.

"I can draw it on my slate.

"Here is a number lesson:

"I would like some of my boys and girls to draw leaves in twos, and some others in threes, and some in fours and if any one can, I should like to see some five-groups. You may each choose a number group and make it as many times as you can. But you must not have any other kind of number group on your slate. When I mark your slate, I shall want you to tell me quickly what group you chose."

THE SCHOOL ROOM.

Conducted by GEO. F. BASS.

SCHOOL-ROOM DISCUSSIONS.

E. BENNETT.

[It is my practice to elicit the opinions of my pupils; they are allowed to give their own views, fearing nothing save that it may be found to be unsound. A time is taken after recess. The following discussion occurred after a boy had had an apple he was eating knocked into the mud by a bigger boy.]

I am told a very unpleasant incident occurred at recess. I don't suppose it was done intentionally. Did you think so? (This to the boy who was eating the apple.)

1. "Yes. I think it was done to be mean."
2. "George is apt to do such things."

3. "I wouldn't stand it if I was in Henry's place."

4. "I never saw him do such a thing before."

5. "Nor I."

6. "I saw him running toward Henry and then I saw the apple fall."

1. "Well, he might be more careful, any way; when we are eating, no one should run around."

7. "I have had such a thing happen when I was visiting, and I knew it was an accident."

8. "I don't think the boys here do such things; I was in a school where they did."

Teacher.—Who here think it is a practice of the boys to knock food out of their hands on the playground? (Three hands raised—Henry not one of them. All this time George sat silent.) I should be sorry to think our boys were of that kind. If it can be proved of any boy, I shall prevent his going out at recess. But accidents will occur. But when an accident occurs, it is in good form to tender an apology.

4. "I heard George say, 'I didn't mean to do that.'"

Teacher.—Did you hear him Henry?

1. "He said something or other, but he laughed too, he didn't act sorry."

Teacher.—That is a point; to say one is sorry is not enough. The question is, was this done accidentally? Most think it was. Henry would, if George had not laughed. Perhaps he laughed accidentally; some laugh when they don't want to. I should like to hear from George.

"I didn't mean to knock his apple; didn't know he had one. I wasn't laughing at him." (Said roughly, but evidently sincerely.)

Teacher.—This is not so elegantly expressed as apologies usually are, but it seems to me to be a good one.

Let us keep up the good manners of our school. Don't let it be said we are rough, rude and unkind here. A good many years ago there was much roughness in the school here, I have been told. But people now judge of a school by the way boys behave out of school. Let this school be noted for the kind behavior of one pupil to another.—*The N. Y. School Journal*.

A PROBLEM IN PERCENTAGE.

A man bought 84 shares of stock at $98\frac{1}{2}$ and sold it at $6\frac{1}{2}$ per cent. advance; how much money did he make?

Pupil.—I don't understand what stock is.

Teacher.—When you and several other persons agree to go into business together, you all put into the business a certain amount of money. Suppose all put in \$50,000. What will be the whole amount of the stock?

P.—Fifty thousand dollars, I should think.

T.—Yes. Now they divide that stock into one-hundred-dollar shares; how many shares will there be?

P.—Five hundred.

T.—Yes and suppose you own one hundred of those shares, how much stock will you hold?

P.—Ten thousand dollars.

T.—Now suppose the business does not prove to be profitable enough to pay what the money would be worth if put out at interest; could you sell a share of your stock to some one else for one hundred dollars?

P.—I should think not.

T.—How would the stock be rated then? Above or below par?

P.—Below.

T.—Now suppose a man buys 84 of your shares at $98\frac{1}{2}$. How much would he pay for each dollar of the stock?

P.—Wouldn't it be ninety-eight and a half cents?

T.—Yes. How much would you lose on each dollar?

P.—One cent and a half.

T.—Now let us suppose that the business improves and that the profits are greater than the interest that could be gotten for the money invested; how would the stock be rated now?

P.—Above par.

T.—Suppose, now, that the man sells his 84 shares at $6\frac{1}{2}$ per cent. advance. How much will he get for each dollar of stock?

P.—One dollar and six and a half cents.

T.—And he paid how much for it?

P.—Ninety-eight and a half cents.

T.—How much did he make on each dollar of his stock?

P.—Eight cents.

T.—How much on one share?

P.—Eight dollars.

T.—And on 84 shares?

P.—Eighty-four times as much.

This is here carried out to the end, but in actual practice the pupil "caught on" before he got half through it, and then the teacher let go and he went alone the rest of the way.

There is nothing in percentage that cannot be made just as simple by a series of well-directed questions. Our experience is that when the children do not see their way it is because they do not know the meaning of the terms used, or else they are not yet mature enough to follow the chain in the reasoning. They get lost. When the latter is the case the problem is too difficult and should be dropped for something not so complex.—*Public School Journal*.

PRIMARY GEOGRAPHY.

RHODA LEE.

The work of geography in primary classes might, for a time, be placed under the head of language lessons, the first step consisting of familiarizing the children with the terms included in the idea of POSITION, such as *above, below, over, under, beside, in front of, behind, between, around, to the right of, to the left of*.

These terms should be developed and impressed by means of objects in the room, or, if possible, in the hands of the children. When the class is able to read easily, this work may be profitably given as busy work. Make two lists of words, one consisting of the names of objects in the room, the other of the terms given above. Ask for as many statements as possible to be made from the lists. For example:

The ceiling is above the stove.

The ceiling is above my head.

My book is in front of me.

My desk is in front of me.

Margaret is in front of me, etc.

The next idea to be given is that of *DISTANCE*. In developing this provide each child with a piece of pasteboard one inch square, with which to measure the length of the slate, book, desk, pencil and other objects at hand. After impressing the idea of *length*, develop that of *depth* and *width* by measuring an empty box.

As the children are generally provided with a 12-inch ruler, we can readily bring out the idea of the *foot* and *yard*. By means of distances with which the children are familiar develop the idea of a *mile*.

DIRECTION—The cardinal points are best introduced by means of a story, or in a talk on the different winds. Some of the songs, when motions accompany them, serve to impress the points of the compass. The following is a great favorite and brings out the idea of east and west perfectly:

Good morning, merry sunshine,
How did you wake so soon?
You've scared away the little stars,
And shined away the moon.
I saw you go to sleep last night,
Before I said my prayer;
Low in the west you sank to rest;
How did you get up there?

I never go to sleep, dear child,
The earth goes round, you see,
My little children in the east,
They rise and watch for me.
I waken all the birds and bees
And flowers on my way,
And you, dear children, last of all,
To greet this happy day.

I have taken the liberty of changing slightly the wording in the second verse, as the original words conveyed the erroneous idea of the sun revolving about the earth. The poetry is sacrificed somewhat but the thought is correct.

There is rather more in the subject of direction than we at first realize. I have always found it advisable to leave it occasionally and take up some other subject, such as the *shape and motions of the earth, day and night, climates and seasons, winds, rain, hail, snow*, etc. These form most interesting and profitable geography development lessons.

The cardinal points should be developed in the school-room,

and afterwards applied to roads, streets, and landmarks about the school and country. The fact that when facing north the right hand, if extended, points *east* and the left hand *west* should be well impressed.

The points *northeast*, *northwest*, *southeast* and *southwest* should be developed and used in the same way.

The use of the compass and the value of charts and maps may be taken up next. A method of applying the points of the compass to the map will be given in another paper.

We do not attempt a great deal in geography in First Book classes, but it is the foundation, and we must see that it is sure.

The following verses by Mr. Stedman are very good, and might be used as a class recitation:

THE WINDS.

Which is the wind that brings the cold?

The north wind, Freddy; and all the snow;
And the sheep will scamper into the fold,
When the north begins to blow.

Which is the wind that brings the heat?

The south wind, Katy; and corn will grow,
And cherries redden for you to eat,
When the south begins to blow.

Which is the wind that brings the rain?

The east wind, Tommy; and farmers know.
The cows come shivering up the lane,
When the east begins to blow.

Which is the wind that brings the flowers?

The west wind, Bessy; and soft and low
The birdies sing in the summer hours
When the west begins to blow.

—*Toronto Educational Journal.*

THANKSGIVING DAY PROGRAM.

[Several days before Thanksgiving allow a little time each day for a short talk about Thanksgiving, giving its origin and meaning. Interest the children in suitable decorations for the day. Ask them to bring fruits, vegetables, autumn leaves and grasses to make the room pretty and cheerful. Do not neglect to have a few flags draped about and pictures of Washington and Lincoln, if you can secure them. Ask the pupils to bring something, either a garment they no longer need, or money, or even a single potato, for some one who is in need. This is a

practical Thanksgiving lesson. At the close of the day, these gifts can be taken to some poor family or some charitable institution in the vicinity.]

1. SONG.....America
2. RECITATION.....Thanksgiving Day

Thanksgiving Day is the one national festival which turns on home life. It is not a day of ecclesiastical saints. It is not a national anniversary. It is not a day celebrating a religious event. It is a day of *nature*. It is a day of thanksgiving for the year's history. And it must pivot on the household. It is the one great festival of our American life that pivots on the household. Like a true Jewish festival it spreads a bounteous table; for the Jews knew how near to the stomach lay all the moral virtues.

A typical Thanksgiving dinner represents everything that has grown in all the summer fit to make glad the heart of man. It is not a riotous feast. It is a table piled high, among the group of rollicking young and the sober joy of the old, with the treasures of the growing year, accepted with rejoicings and interchange of many festivities as a token of gratitude to Almighty God.

Remember God's bounty in the year. String the pearls of his favor. Hide the dark spots except so far as they are breaking out in light. Give this one day to thanks, to rejoicing, to gratitude.—*H. W. Beecher*.

3. THOUGHTS FOR THE DAY.....
[*To be recited by pupils at their seats, without being called upon.*]

4. "Thanksgiving makes a crust sweet—the absence of it makes even a turkey taste bitter."

5. "Do not wait for a special day in which to be thankful. He who waits for Thanksgiving Day to be thankful will not be thankful when it comes."

6. "After all the best thanksgiving is thanks living."

7. Some hae meat that canna eat,
 And some would eat that want it;
 But we hae meat and we can eat,
 Sae let the Lord be thankit. —*Robt. Burns*.

8. He who thanks but with the lips
 Thanks but in part,
 The full, the true Thanksgiving
 Comes from the heart. —*J. A. Shedd*.

9. "So welcome, thou Thanksgiving Day!
 Roll all our selfish thoughts away
 And make us loving, kind and true,
 Christ's love our guide in all we do."

10. Stand up on this Thanksgiving Day, stand upon your feet. Believe in man. Soberly and with clear eyes, believe in your own time

and place. There is not, and there never has been, a better time, or a better place to live in.—*Phillips Brooks.*

11. I have sometimes been sorry that Thanksgiving is so often spoken of as only a day for more and better eating and drinking than usual. But then there is some poetic association in many cases even with eating; and I am sure there is no poem in praise of the fruits of the tropics that comes nearer to the New England heart than Whittier's lines on the pumpkin:—

"Ah! on Thanksgiving day, when from East and from West,
From North and from South come the pilgrim and guest,
When the gray-haired New Englander sees round his board
The old broken links of affection restored,
When the care-wearied man seeks his mother once more,
And the worn matron smiles where the girl smiled before,
What moistens the lip and what brightens the eye?
What calls back the past, like the rich pumpkin pie?

"O, fruit loved of boyhood, the old days recalling,
When wood grapes were purpling and brown nuts were falling,
When wild, ugly faces we carved in its skin,
Glaring out through the dark, with a candle within!
When we laughed round the corn heaps with hearts all in tune,
Our chair a broad pumpkin, our lantern the moon,
Telling tales of the fairy who travelled like steam
In a pumpkin-shell coach, with two rats for her team!"

12. I do not know where the material feast is mentioned with more beauty than where Besant speaks of it; he says: "It is a blessed thing that we must eat, because upon this necessity we have woven so many pretty customs. We eat a welcome home; we eat a God-speed; we eat together because we love each other; we eat to celebrate anything and everything. Above all, upon such an event as the return of one who has been long parted from us, we make a little banquet."

Still, one of the most pleasant thoughts about the day is that the festivities are general. It is not only a time of rejoicing in a few states, or in one corner of our vast country, but the voice of gratitude rises from one end of the land to another; literally it is true, that "His praise ascends from shore to shore."

13. RECITATION.....Grandma's Pumpkin Pies

My mother's pies are very good
For commondays, but O, my eyes!
You ought to be at Grandma Gray's,
Where we all go Thanksgiving Days,
And taste of Grandma's pumpkin pies.

The aunts and uncles all are there,
And cousins, too, of every size,
And when the turkey's "had his day,"

And grandma's pudding's stowed away,
Then next will come the pumpkin pies.

Oh, apple pie is very good,
And chocolate, cream and mince, likewise;
But if you knew my Grandma Gray,
And tried her cooking, you would say,
"Hurrah for Grandma's pumpkin pies."

—Laura F. Armitage.

14. RECITATION.....Better than Going to Grandpa's

"Not going to grandpa's to spend Thanksgiving?"

Repeated wondering May.

"Why, dearest mamma, it won't be living!

Why must we stay away?"

Then merrily smiled mamma and said,

"There is going to be something better.

Better than going to grandpa's, dear!

Now guess, while I finish this letter."

"I can't see what could be better," May said,

While her face grew melancholy,

Unless—unless they are all coming here—

Oh, *they are!* Won't that be jolly?"

—Selected.

15. QUESTIONS.....For Concert Answers

Why is November called the twilight month of the year? What are its characteristics? Which month does it rival in gloom? What is its history? What important events have occurred in this month? Name ten eminent persons who were born in this month. Ten who have died. What fruit is most plentiful in November? How is it the pioneer month of winter? What animals are now busy laying up stores for winter use? Give Thomas Hood's *negative* description of November?

16. ESSAY.....Thanksgiving for Free Schools

17. RECITATION.....The Reason Why

I'll tell you all about it, my darling, for grandma's explained it all,
So that I understand why Thanksgiving always comes late in the fall.
When the nuts and apples are gathered, and the work in the field is
done,

And the fields, all reaped and silent, are asleep in the autumn sun.

It is then that we praise Our Father who sends the rain and the dew,
Whose wonderful loving kindness is every morning new;
Unless we'd be heathen, Dolly, or worse, we must sing and pray,
And think about good things, Dolly, when we keep Thanksgiving Day.

But I like it very much better when from church we all go home,
And the married brothers and sisters, and the troops of cousins come,
And we're ever so long at the table, and dance and shout and play,
In the merry evening, Dolly, that ends Thanksgiving Day.

—Mrs. Margaret E. Sangster.

18. SONG.....
 19. GOOD-BYE..... In Concert

"We say good-bye, Thanksgiving Day, so full of light and cheer,
 Come show to us your smiling face in every future year;
 We say good-bye, Thanksgiving Day, and while we gladly sing,
 Our hearts with voices sweetly blend and parting tribute bring."

—*Mich. Mod.*

EDITORIAL.

We get back our mete as we measure,—
 We cannot do wrong and feel right,
 We cannot give pain and feel pleasure,
 For justice avenges each slight.
 The air for the wing of the sparrow,
 The bush for the robin or wren,
 But always the path that is narrow
 And straight for the children of men.

—*Sel.*

THE next issue of the JOURNAL will contain Supt. Burris's first article on "Herbartianism Applied." As Supt. Burris has been giving more practical attention to Herbart's doctrine than has any other superintendent in the state, his articles will be of special interest.

WHILE no Arbor Day has been announced, teachers should remember that it is always in order to transplant trees after the leaves have fallen. They should remember also that the planting of trees cultivates the taste, elevates the life and confers a benefaction on future generations.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. The delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE battle ship, *Indiana*, has just been launched and proves to be one of the best of its class. This announcement is deemed proper because many teachers contributed money toward buying for the ship a tea service and a suitable library. Collections were taken in several of the institutes for this purpose. It is proper in this connection to state, that an over plus of the Penny Fund raised by the children of the state for the World's Fair amounting to \$463.37 was turned into this fund.

INDIANA'S CENTENNIAL.—The last legislature passed a "joint resolution" asking the governor to appoint a commission, consisting of two persons from each congressional district, whose duty it should be to make plans for the celebration, in the year 1900, of the hundredth anni-

versary of Indiana since it became a separate territory. The governor has appointed the commission and one meeting has been held, with a full attendance and a unanimous sentiment in favor of making a success of the enterprise. The commission is going to Atlanta to get items and suggestions.

FLAG DAYS.

The writer heartily endorses the sentiment that each school building should have a flag but he does not believe that the flag should be used every day even in fine weather. If the flag is used all the time it grows to be a "common thing" and loses its effect.

Many superintendents set apart certain days as "flag days" and select those on which certain noted events have occurred. This is the right thing to do *provided* too many days are not selected. The superintendent that has selected over *fifty* noted events to celebrate will find that he has overdone the matter. Not more than one or two a month should be attempted.

PATRIOTIC DAY.

November 7, the day set apart as Patriotic Day, is the eighty-fourth anniversary of the Battle of Tippecanoe. J. M. Sullins, superintendent of Tippecanoe county, has arranged and printed a program with special reference to this event. It includes a sketch of early Indiana, Battle of Tippecanoe and its results, Prophet's Song, etc. It will be helpful to teachers generally if they have time to send to Mr. Sullins and get a copy. He understands that this day was selected that this event might be celebrated. He also understands that children are to be asked to contribute a penny each toward erecting a monument in honor of those who fell in that battle.

These facts were not known to us when we arranged the program printed in the JOURNAL last month, but the teacher can collect some facts in regard to the battle of Tippecanoe and its results and make good use of the program. It is certainly full of patriotism—and patriotism is the end to be sought.

We are glad to learn that not only many teachers, but many county superintendents are making ready for the celebration of the day.

"THE NEW LAW" AGAIN.

In the September number of the JOURNAL is printed an article under the above title, the opening sentence of which is as follows: "The new temperance school law requires that the nature of stimulants and narcotics and their injurious effects upon the human system shall be taught in all the grades of the public schools of the state."

The assumption that the Act referred to requires that the instruction it provides for shall be given "in *all the grades* of the public schools of the state" seems unwarranted and unreasonable. If the assumption is correct, this instruction must be repeated twelve times to every child that enters the lowest primary grade and completes the high school course, and must be given four times to the same child in the high school. Where are the words in the act that justify so improbable an interpretation?

The Act of 1869 provides that along with other studies geography, physiology and the History of the United States shall be taught in the common schools of the state. Has any one ever supposed that this Act required any one of these subjects to be taught in every grade? Is it not left to the discretion of the Boards of School Trustees to determine in what grades they shall severally be taught? The Act of March 11, 1895 provides "that the nature of alcoholic drinks" etc. "shall be *included* in the branches to be regularly taught in the common schools of the state." The new law seems, therefore, merely to add one more subject to those already prescribed and to leave it subject to the same official discretion as the rest. If this interpretation of the law is correct, instruction in the nature of alcoholic drinks etc. need be given only in the grade or grades where physiology and hygiene are taught, and that this interpretation of the law is correct in the opinion of several competent lawyers the writer has occasion to know.

Whatever we may think of the wisdom of harping upon the subject of temperance, we have no right, and it is hoped no disposition, to evade the plain requirements of the law. Herbert Spencer may be right when he says that "even a distinct foresight of evil consequences will not restrain when strong passions are at work, that men will get drunk though they know that drunkenness will entail on them suffering and disgrace, and even starvation, that medical students, who know the diseases brought on by dissolute living better than other young men, are just as reckless, and even more reckless." We may agree with Professor Jenkins, author of the Primary Physiology of our State Series, when he asks "if one cannot be deterred from the use of alcohol by the most serious examples well known to every one, what may be hoped to be done by showing him changes that have possibly taken place in the shapes of cells of the brain, the demonstration being doubtful and the meaning not understood?" Our agreement or disagreement with these sentiments does not effect our duty. Our duty is to obey the law. We have, however, a perfect right to know what the law requires. We are under no obligation to do all that misguided enthusiasm may say that the law requires, nor have we any moral right to teach as established facts the scores of inaccurate statements that may be seen in most popular treatises on the effects of alcohol. One cannot help wondering what that teacher, mentioned in the September number of the JOURNAL, said to induce the little boy to go home imploring his father with tears "to desist from smoking." Doubtless, his little sister, if equally impressionable, might be sent home to

exhort her mother to abandon corsets lest through consolidation of the heart and liver disastrous consequences might ensue. There would, nevertheless, remain a possibility that when, in later years the little girl discovered that the evils of the corset are directly proportional to the pride that draws the laces, she would follow the example of her mother, and die of old age.

But all this is aside from the question. The question is, What does the law require? Are we not entitled to a decision of the Attorney General covering the following points?

1. Does the law require that the instruction it provides for shall be given in all the various primary and grammar grades every year, or will it be sufficient if the Board of Trustees order it given in those grades only where physiology and hygiene are taught?

2. Does the law require the instruction to be given in high schools, provided said instruction be given in some grade or grades below the high school?

3. If the preceding question is answered in the affirmative, is each grade in the high school a separate and distinct school within the meaning of the law, and must instruction be given to all students of the high school every year, or will the law be complied with if the instruction be given in some single grade, so that all students who reach that grade will receive the instruction?

4. Must the professor of psychology in the State University secure a license certifying his competency to give instruction in the nature and effects of alcohol and narcotics upon the human system? (See Sec. 2 of the law.)

5. Must city superintendents personally give instruction, and, if yes, must they secure a license? (See Sec. 3, of the law.)

Ft. Wayne High School.

C. T. LANE.

THE ATLANTA EXPOSITION.

The Cotton States and International Exposition at Atlanta is now in progress and will continue till December 31. About one hundred Indiana editors and their wives recently visited this Exposition and were royally treated "all along the line." They were given a reception at Louisville, the city was turned over to them at Nashville, Chattanooga was as "clever as clever could be" and Atlanta surrendered without the firing of a gun. True southern hospitality was exhibited on every hand. The whole trip was full of interest. Every person who goes to Atlanta, especially if it is his first visit south, should arrange to make at least three stops on the way. Louisville, "the gate to the south," with its beautiful residence streets and its parks, deserves at least one day. Nashville, "the Athens of the South," with its four colleges, its Hermitage, its Belle Meade, its Belmont, its Ft. Negley, its conspicuous State Capitol, will claim at least two days. Chattanooga, with its Lookout Mountain, its National Cemetery, its Chickamauga and Na-

tional Park, its Missionary Ridge, its Orchard Knob, etc., will take at least two days.

Atlanta, "the Chicago of the South," which has grown since the war from a town of 5000 or 6000 inhabitants to a city of 100,000 is well worth a visit, independent of the exposition.

The railroad from Chattanooga to Atlanta passes many battlefields, among them Ringgold, Resaca, Alatoona, Kennesaw Mountain. This road, the Nashville, Chattanooga & St. Louis, has on its various lines over fifty battle-fields. It runs through trains from Atlanta to both Evansville and Louisville, with unexcelled Pullman service. The Louisville and Nashville railroad runs in connection with this. It is one of the best roads in the south.

The exposition itself is excellent, but of course suffers in comparison with the World's Fair. The grounds comprise about 80 acres and nature seems to have formed them on purpose. A valley, with two little lakes, bordered by upland on which most of the buildings are located, enables the visitor to gain a fine view from almost every standpoint.

The management has followed the general scheme of the Columbian exhibit and so has a building for Liberal Arts, a Government Building, Fine Art Building, Transportation Building, a Midway, a Ferris wheel and a Mexican village, etc. One of the larger buildings is devoted exclusively to the products of the colored people and is full of interest from end to end. No unprejudiced person can go through this building and not be convinced that the colored people are making wonderful progress.

"Confederate Hall" is the name of a little one-room building which is filled with Confederate relics. The room is in charge of the daughter of Gen. Kirby Smith. There may be found here the cradle in which Jefferson Davis was rocked, many Confederate flags, some of them of special interest on account of their history, a copy of the Charleston Mercury, "extra," issued Dec. 20, 1860, on the passage of the ordinance of secession by South Carolina, headed, "*The Union is Dissolved*," Another "extra" of the same paper, April 13, 1861, after the surrender of F. Sumter, headed, "*South Carolina is Independent*." The original of Gen. Kirby Smith's proclamation to the people of Kentucky when he marched his army into that State, is also here.

Most of the southern states and some of the northern ones have separate buildings. Georgia has two, one devoted to natural products and the other to manufactures.

The southern states certainly deserve much praise for providing such an Exposition and its benefits to the whole country cannot be doubted. There is nothing this country so much needs as the re-establishment of a cordial, friendly feeling between the north and south, and the year 1895 has witnessed more progress in this direction than has any year since the war. Witness the meeting of the Grand Army in Louisville and what it did. Then note the dedication of the National Park—the Chickamauga battle-field at Chattanooga in which the Blue

and the Gray met as brothers and vied with each other in praise of the old flag and the national government. Now, last, comes this great exposition in which the north and the south are asked to rejoice together. While there are a few people, both north and south, who still cherish bitter sectional feelings, the great masses are ready to say, "Let the dead past bury its dead."

The following little speech made at Nashville at a reception given the editors, by Mr. G. H. Baskette, fairly sets forth the sentiments of the representative southern people. He said: "It is not my purpose to deliver a speech, but to make a simple breakfast talk, and to say in behalf of the people of Nashville that we are glad you are here. We wish you could stay longer than you propose to stay. We welcome you, not merely as Southerners greeting Northerners, but as Americans greeting Americans. If there are to be distinctions by localities, we are glad, as Tennesseans, proud of our great state, to welcome you as Indianians who have like pride of state. It will afford us pleasure to take you over our beautiful city and show you as many sights as we can during the few short hours of your visit. In one respect, however, we will probably disappoint some of you. I hope it will not be a dismal disappointment. Doubtless some of you have come here to see the 'bloody chasm' over which we are to shake hands. There is no such chasm here. It is filled with the accretions, the offerings, and the sacrifices of busy and burdensome years. In it we have buried some of the bitter prejudices that were born of strife and suffering. In it we have tried to cover up some cruel memories, and in it, too, we have buried some hopes once tenderly cherished. In the stead of the chasm we have builded a memorial mound that is sacred to our Past, of which we are proud, and on this mound we lay the immortelles of love. It is not to this Past we take you for formal hand shaking. We greet you in the present, Tennesseans welcoming Indianians, in the sincerity of a common citizenship and wishing you a delightful sojourn in our delectable land of the south."

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN SEPTEMBER.

SCIENCE OF EDUCATION. - 1. Define the intellect.

2. What is meant by a faculty of the mind?

3. What importance do you attach to a proper training of the senses?

4. Do you consider it a defect of modern education that the memory is not sufficiently well trained? If so, how would you remedy this defect?

5. What subjects of study are well fitted to develop the higher forms of imagination?

6. State the distinction between inductive and deductive reasoning.

7. What gives to arithmetic its distinctive educational value? Illustrate by example.

8. Are drawing and music important subjects of instruction? Why? *(Any six, not omitting the seventh.)*

READING.—We cannot purchase happiness with money, as we may buy a yard of cloth or an estate. We cannot take it by force from another, as we may steal his coat. Nor can we gain it by wheedling or cheating another man out of his rightful share, expecting to make it our own. For happiness is but the delicate perfume arising from the sum total of all human delights. Each man's share of it is the same, and can never be greater than any other man's share. Those who refuse to add to the general stock of happiness, while expecting still to claim their share, will in the end find themselves out-witted by nature. —*Harper's Bazar.*

1. Write an outline of the lesson you would teach your pupils from the above quotation.

2. What would you require of the class in the matter of oral expression before leaving the selection?

3. If notified to be ready to read this paragraph publicly within the next ten minutes, what would you do in the way of preparation?

4. What are the chief obstacles to be overcome in making good readers of our pupils?

5. How would you manage the dictionary in connection with the reading lesson?

6. Read the above selection to the superintendent.

HISTORY.—1. State what you believe to be the reasons for the many failures to effect permanent settlements in the new world.

2. What is meant by the "Townshend Acts?"

3. The act of France in coming to the support of the colonies in their struggle with England had what effect on the war and the parties engaged in it?

4. Name the presidents who died in office, and their successors. State the manner of the death of each president.

5. Describe Lee's "invasion of the North," stating the cost to both North and South.

6. What is meant by the "Credit Mobilier?" *(Any five.)*

ARITHMETIC.—1. A rectangular lawn is 40x10 rods: what is the length of one its diagonals? How many square yards does it contain?

2. Find the G. C. D. of 816, 510 and 40. How would you teach the children this process?

3. Of what special value is arithmetic as a means of education?

4. What is the difference between the true and the bank discount on \$500 due in 8 months, money being worth 6%?

5. What part of a day is 15 minutes? What per cent. of the day is 15 minutes.

6. Show that the common divisor of two numbers is a divisor of their difference.

7. An agent charges $5\frac{1}{4}\%$ commission and receives \$141 for his services; what amount did he expend?

8. A commission merchant received 35,000 bushels of oats, which he sold at 32 cents per bushel. He was instructed to invest the proceeds, together with \$4,000 cash sent him, in prints at $5\frac{1}{2}$ cents per yard. If his commission, both for buying and for selling, was 2%, how many yards of prints did he buy?

9. How many slates will be required to cover a roof, each side of which is 34 feet, 9 inches long and 16 feet, allowing 4 slates to cover a square foot: and what will they cost at the rate of \$4.75 per C?

10. Write a course in numbers for first year pupils.

GEOGRAPHY.—1. Name three trans-continental railroads and give the western terminus of each.

2. Of what countries is wheat one of the chief exports?

3. How would you explain to a class the necessity for commercial relations between two countries or between different parts of the same country?

4. Of what commercial value would the Nicaraguan Canal be to Japan?

5. Name and give location of five great seaports of the world.

6. Give characteristics of the plant and animal life of the arctic regions.

7. In what way will the recent treaty between Japan and China benefit the United States?

8, 9, 10. Discuss Germany with respect to—

a. Surface and climate.

b. Industries.

c. Education.

d. Commerce.

(Any eight.)

RUSKIN'S ESSAYS.—1. Ruskin says the foundation of moral character is in war. Discuss.

2. In what lies the wisdom of national economy?

3. Upon what does the welfare of a nation depend?

4. "It is of small importance to any of us whether we get liberty, but of the greatest that we deserve it." Discuss.

5. What does Ruskin teach in regard to the Government and labor?

PHYSIOLOGY.—Trace a bite of ham sandwich from the lips to the lungs, stating the several physical and chemical changes that it undergoes before reaching its destination

GRAMMAR.—1. What are the principal uses of punctuation? Illustrate.

2. Write a sentence using an intransitive verb in the imperative mode. Write a sentence containing a transitive verb in the potential mode. Underline verbs only.

3. Punctuate: Paint me as I am said Cromwell all my scars wrinkles warts or I will not pay you a shilling.

4. Write three nouns that have no singular. Three that have no plural. Two that have irregular plurals.
5. Write a complex declarative sentence containing an adverbial clause. A simple sentence containing an adjective phrase.
6. Compare venerable, evil, perpendicular, less, four.
7. Classify definitive adjectives. Illustrate each class.
8. Analyze: He that obeys nature's laws may hope for good results
- 9-10. Write a formal acceptance to-day from your residence to an invitation to a social gathering for next Tuesday evening at 8 o'clock. Make your acceptance informal.

"SCIENTIFIC TEMPERANCE."—1. Is alcohol a food? Give a reason for your answer.

2. Does it relieve thirst? Explain on physiological grounds.
3. It is claimed that it enables who drinks it to endure severe cold. What say you to this?
4. Name five drinks classed as beverages that contain more or less alcohol.
5. Specify when and how you regard it proper to administer alcohol

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. The intellect is the "faculty of perception or thought; the sum of the mental powers by which knowledge is acquired, retained and extended, as distinguished from the senses."

2. By a faculty of the mind is meant any special power of the mind; a natural power by which it acts uniformly and with facility in some specific way.

3. A proper training of the senses is necessary to get a thorough insight into the world around us. The eyes may be open and yet not see many things that a certain training would make visible; without training, many precepts, the germs of much valuable knowledge, are never experienced. A habit of keen and correct observation is one of inestimable value.

A trained ear opens up to the possessor much enjoyment in the line of music, and is valuable in acquiring knowledge given by lecture. It takes a trained ear to listen well.

The other senses when trained are valuable in special lines of work.

4. The training of the memory is not only greatly neglected, but much of the training that is done is faulty and unsystematic, and does not result in power. As this faculty is the servant of the others it should be trained not only very early but very skillfully. In modern education the tendency is to neglect tasks in which the memory would be largely or wholly used; and as a result of this tendency, this faculty in many a child is never developed to even a tithe of its possible power.

The remedy would be a training of the memory, by daily tasks, graded and systematic; and the test of thoroughness in the work should be a reproduction literally accurate. In such work many literary gems

could be treasured away in the mind, and culture in several lines of language work would be incidentally attained.

5. By the study of nature—her picture galleries, her ideals of beauty, the colors of the autumn woods, the majestic and shadowy forest, the purple-tinted mountains, the golden-fringed clouds, the rolling prairies, the flowing river, the immeasurable ocean, the vaulted skies—all form materials for ideal conceptions.

By the study of art, the works of which are the products of the imagination; and the mind in contemplating such works begets an activity that enables it to form ideal conceptions of its own.

In school and college studies, those deserving special mention as giving culture to the imagination are composition, geography, literature, history, astronomy and descriptive geometry.

6. Inductive reasoning is that in which a general truth is derived from particular truths. Deductive reasoning is that in which a particular truth is derived from a general truth. One goes from particulars to generals; the other from generals to particulars.

7. It gives culture to the reasoning faculties. Thus, in the problem—What will five wagons cost if three wagons cost \$150—we reason from a certain number down to one—then from one down to any number desired. In this branch the mind is trained in rigid and severe analysis, and becomes habituated to following a chain of logically connected judgments. It also cultivates power of attention and exactness of language.

8. They are. Drawing is important because of its value in training the observation and the imagination; and in training the muscles to become skillful in certain movements. Music is important because of the training received in mastering its science, and because of the influence it has over the sensibilities.

READING.—1. (a) How happiness is not obtained. (b) What it really is; (c) Each one's share; (d) How to get one's share.

2. The power to give it easily, with clear articulation and proper expression.

3. Aim to get the exact drift of the thought, the lesson to be learned in it, and the manner and force of expression most appropriate to bring out these points.

4. We are almost persuaded to say that the chief obstacle is *inertia of mind*. Perhaps, however, the chief obstacles are (a) poor articulation and (b) getting the reader to be natural in tone and expression.

5. The pupil should use it whenever he is not certain as to the meaning or pronunciation of a word. As far as possible the meaning should be inferred from the nature of the thought.

HISTORY.—1. (a) Many of the settlers were idle, dissolute characters. (b) Often there was a lack of unity of purpose. (c) Sometimes there was a lack of proper leaders and conveniences. (d) Support from across the sea was necessarily slow and sometimes it failed to come. (e) Settlement was prevented and retarded by the enmity and power of the Indians, etc.

2. In 1767, during the absence of Pitt, Charles Townshend, the Chancellor of the Exchequer, in connection with Greenville, succeeded in putting through Parliament certain acts collectively called the "Townshend Acts," as follows: (a) A bill levying duties upon tea, glass, paper, painters' colors, etc.; (b) A bill establishing a Board of Trade in the colonies, independent of colonial legislation, and for creating resident commissioners of customs to enforce the revenue laws; (c) A bill forbidding the New York Assembly to perform any legislative act whatever, until it should comply with the requisitions of the Mutiny Act.

3. Through the aid of France, the war was pressed more vigorously and sooner brought to a close.

On the Americans the effect was to give greater confidence in their ultimate success in the war for independence; and to bring themselves into such close relations with France, that, some years afterward, it was quite difficult for the United States to remain neutral during a war France was having with England.

On the English the effect was the immediate evacuation of Philadelphia and points on the Delaware, and the concentration of their forces at New York; and the sending of several ships of war from England to reinforce the British fleet at New York. In a general way she made extensive preparations to resist both France and America, for whom now her hostility was greater than ever. Yet England now made an offer of complete redress of all grievances originally alleged, coupled with representation in Parliament, and even with permission to exclude royal troops from any colony objecting to their presence.

4. Date.	President.	Cause of Death.	Successor.
1841.	Harrison.	Natural Death.	Tyler.
1850.	Taylor.	"	Fillmore.
1865.	Lincoln.	Assassination.	John on.
1881.	Garfield.	"	Arthur.

Lincoln lingered through the night, till 7:30 the next morning Garfield lived for eighty days after he was shot.

5. (See text-book, p —) Lee's invasion in 1863 cost the north much uneasiness on account of the presence of a "peace faction," the members of which were indirectly friendly to the invaders. The battle which took place cost Meade's army 23000 men, and Lee on his retreat took away an immense amount of provisions.

This invasion cost the south 31000 men and all hope of final success.

6. The "Credit Mobilier" was a corporation which had been chartered by the legislature of Pennsylvania, and which had taken charge of the construction of the Union Pacific and of its interests in the money market. The expression is a French phrase for credit on movable or personal property. In 1872, a charge of corruption was brought against certain members of Congress, that they had been bribed to pass measures favorable to the Union Pacific, by presents of stock in the above mentioned corporation.

ARITHMETIC.—1. Answer, diagonal, 41 23; area, 12100 sq. yds.

2. At first, the children should be taught the process by factoring. (See text-book.) The G. C. D. is 2.

3. Arithmetic is essential to the development of nearly all knowledge. Every science is dependent upon it in one or more special features, because it serves to represent quantity; and when properly taught it develops a kind of mental habit or discipline that brings order out of chaos in the investigation and attainment of other subjects of knowledge.

4. Bank discount—\$20 25; true discount—\$19.23+; difference—\$1.01+.

5. Answer, $\frac{1}{8}$, or $1\frac{1}{8}\%$.

6. 7 is an exact divisor of 21 and 35; that is, it is a unit of measure that is exactly contained in each of these numbers. The first of these numbers contains the unit of measure three times; the second, five times or 2 times more than the first, but two times this unit is 14, and 14 is the difference between these numbers. Therefore, the difference is exactly divisible by this unit of measure. A similar investigation with other numbers would have brought about a similar result; hence, the truth of the proposition.

7. Answer, 8400.

8. 35,000 bu. @ 32c = \$11,200; 2 per cent. of \$11,200 = \$224; \$11,200 — \$224 = \$10,976, proceeds; \$10,976 + \$4,000 = \$14,976; this amount contains \$1 02, 14,682 35 + times; hence, \$14,682.35 is to be expended in prints at $5\frac{1}{2}$ cents a yard; 266,951.8 yards can be purchased.

9. $34\frac{1}{2} \times 16 \times 2 = 1,112$; $1,112 \times 4 = 4,448$; 4,448 slates at 4.75 per C = \$211.28.

10. A course in numbers for the first year pupils is briefly the analysis and the synthesis of numbers as high as 10, 20, or 30, according to the strength of the class. Every step in the course is illustrated objectively. A group is presented as a whole and then analyzed; then follows the synthesis of the parts into the group; then taking away from the group, first one object, then two, and so on—each time requiring the pupils to state the number remaining. To the foregoing there must be added drill in counting by ones, by twos, by threes, etc., in each case to the limit determined by the strength of the class. The class should learn the figures and how to make them, and how to read and to write all the numbers thus far used.

GEOGRAPHY.—1. The Northern Pacific to Portland and to Tacoma; the Union Pacific plus the Central to San Francisco; and the Southern Pacific to Los Angeles and San Francisco.

2. Russia, India, United States, Argentine, Chili and Roumania.

3. No two countries or two sections of the same country are adapted or conditioned for exactly the same productivity. One may produce apples, cranberries, flax and oats—the other sweet potatoes, oranges, cotton and rice. The people of each section desire to enjoy the productions of both. Hence, the necessity for commercial relations, that there may be an interchange of products.

4. It would permit Japan to establish intimate and extensive trade

relations with our southern and eastern seaports and with the West Indies.

5. New York City, San Francisco, Valparaiso, Rio Janeiro, Cape Town, Melbourne, Yokohama, etc.

6. The characteristics of plant life in the Arctic regions are small size and hardy nature, as exemplified in the mosses, lichens, birches and willows found there.

Two characteristics of some of the animals there are white color and fineness of fur; as exemplified in the Arctic hare, fox and bear. Another characteristic of certain animals in the Arctic regions is the large amount of fatty matter in their bodies; as found in the Arctic whale, seal and walrus. Another in animals of the bird kind is heavy plumage, as in the auk, the wild goose and the eider duck.

The fine heavy fur, the large amount of fatty matter and the heavy plumage are simply nature's adaptations to the environment. The white color in some of the animals has been brought about through the lapse of many centuries by the tendency of the cold dry air to contract the blood vessels and thus diminish the production of color; and under the same conditions the action of the liver is such that less coloring matter is elaborated from the blood.

7. New ports (of China) have been opened and it is certain that this condition will greatly stimulate trade and increase international competition. England, Germany, the United States and France are all competing vigorously in their efforts to secure Chinese trade, so much of which is now open to the world.

8. The southern part is the border of the highland region, which gradually slopes northwardly to the North Sea and the Baltic Sea. The lowlands thus formed are crossed by the Elbe, the Oder and the Vistula. The extreme northern part is a low sandy or swampy coast plain.

As to climate, the western part is more foggy and moist than the eastern. The mean annual temperature is quite uniform. The vine is cultivated south of 51° north latitude. Except in the mountains all the ordinary cereals can be raised.

The industries are manufacturing, mining and agriculture, including cattle raising. In commerce, Germany ranks second. Cloth, iron articles, beet sugar, glass and porcelain are sent to the United States and other countries.

The general system of education is said to be the finest in the world. From the kindergarten to the university, the rule is to employ teachers who have been trained in some one of their excellent normal schools. The spirit of investigation and research pervades all the higher institutions. Only in the elementary schools are the sexes taught together. Generally, the schools are graded as the elementary, the middle, the secondary and the university.

RUSKIN.—1. The argument in this is that in war a nation looks carefully after its men and endeavors to increase their number and to train them in good temper and strict discipline. According to Ruskin

this training advances the nation in morality and in arts. He also states that "so soon as it ceases to be a warrior nation, it thinks of its possessions instead of its men." If Ruskin is to be believed in these things, we must accept as true that there is an intimate relation between morality and strict discipline. (See page 374, paragraph 114.)

2 In having "good and healthy men," not a "multitude of diseased rogues," in having the "utmost multitude of good men on every given space of ground." (See page 379.)

"National economy is wise only when its industries are so regulated that the willing laborer shall find wholesome employment and receive a just reward for his labor; for the well being of a nation depends upon the number of its happily and usefully employed citizens." (See page 281.)

3. (See the last clause in the foregoing answer.) "When the men are true and good, and stand shoulder to shoulder, the strength of any nation is in its quantity of life, not in its land or gold." (Page 378.)

"The wealth of a nation then, first, and its peace and well being besides, depend on the number of persons it can employ in making good and useful things." (Page 383.)

4. Wealth, position, environment may give us liberty that we do not deserve and that may ruin us to have. If we do not have it, and yet deserve it, it is proof that we have been living rightly and perhaps struggling; so, "that we will be worthy of it, we may ourselves determine." (Pages 405, 406.)

5. "That the state can never do perfect justice until labor shall be organized and directed by the government."

GRAMMAR.—1. To indicate the true meaning and to show the relation and dependence of the parts. (See any good text-book.)

2. (a) *March* to the front. (b) He *may buy* the book.

3. "Paint me as I am," said Cromwell, "all my scars, wrinkles, warts,—or I will not pay you a shilling."

4. Riches, clothes, suds, tidings, etc., have no singular. Wheat molasses, iron, hay, etc. have no plural. Child, mouse, foot, etc. have irregular plurals.

5. (a) You cannot reap *until after you sow*. (b) The wages of *sin* is death.

6. "*Perpendicular*" and "*four*" cannot be compared; "*less*" is the comparative of *little*, the superlative of which is *least*. (See the *Standard* and the *International*.) Use *more* and *most* in comparing *evil* and *venerable*.

7. Articles—*a* (or *an*), and *the*; numerals—two, fourth, two-fold, etc.; pronominals—this, few, every, which, etc.

8. (The analysis presents no difficulty.)

PHYSIOLOGY.—1. In a ham sandwich are albuminoids, fats and starch; also water and salt. This food is masticated, at which time it is mixed with the saliva and the mucus. The saliva at once begins to act on the starch. The food is passed to the stomach, where the albuminoids are changed to albuminose by the gastric juice and the starch

continues to be changed by the saliva; the fats are set free and liquified. The undigested portion, the starch and the fats, now passes to the small intestine where it is mixed with the bile, the pancreatic juice and the intestinal juice. The starchy matter is completed by the pancreatic juice aided by the intestinal juice and is now called glucose; the fats are changed to an emulsion by the pancreatic juice aided by the bile.

The gastric juice has a strongly acid reaction; all the digestive juices in the duodenum are alkaline.

The digested matters are next absorbed and carried into the circulation by two routes—a part by way of the liver, and by far the greater part by way of the thoracic duct. On entering the circulation, these matters are transformed into blood, which soon reaches the lungs.

SCIENTIFIC TEMPERANCE.—1. Alcohol is not a food, for it cannot build up any part of the body. "It enters the body as alcohol, remains in the body as alcohol, and passes from the body unchanged."

2. It does not relieve thirst, but increases it, for it absorbs the moisture from the membranes of the mouth and throat. It has such a great affinity for water that it robs the tissues of this life-giving liquid.

3. "The testimony of explorers in the arctic regions proves that cold can be endured better without alcohol than with it. Persons under the influence of liquor frequently perish with cold. A dram will cause an unusual amount of blood to pass through the capillaries and *seem* to raise the temperature of the body briefly, but more blood coming to the surface of the body causes its heat to radiate more rapidly; the *alcohol chill* soon occurs, and, at this time, a thermometer placed under the tongue will show that the temperature of the body is actually lowered.

4. Cider, lager beer, root beer, wine, porter, etc.

5. "I have no hesitation in stating that for the highest degree of success in the management of all forms of diseases, whether acute or chronic, we need no form of fermented or alcoholic drinks." (Dr. N. S. Davis.)

A physician may find it useful as a medicine in a crisis of disease when the system needs urging to make a special effort, and thereby carry the patient safely past some point of special danger. (Martin's "Human Body.")

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Ind. They should be received by us by Oct. 18. Be prompt.]

SOLUTIONS RECEIVED.

93. According to conditions of the problem,

$\frac{x}{4} = 60.06 + \frac{1}{10}(x - 60.06)$, from which $x = 360.36$; then, $\frac{x}{4} = 90.09$ a share.

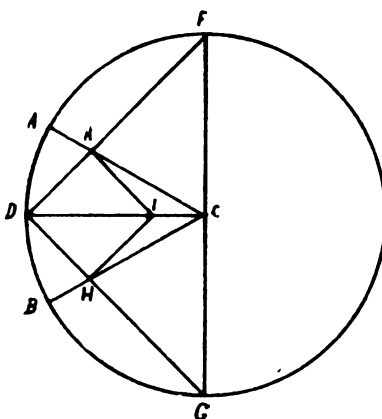
W. F. Rice, of Mardenis, and Walter B. Curtis, of Aurora, put it this way:— $\frac{1}{10}$ rem. = 80.08 + $\frac{1}{10}$ rem; then $\frac{1}{10}$ rem. = 80.08, or $\frac{1}{10}$ = 90.09, share of last, and of each.

W. F. Headley, of Bloomington, says: Let x = A's, then $4x$ = all, and we have the equation— $70.07 + \frac{1}{10}(3x - 70.07) = x$, from which $x = 90.09$.

M. A. Tremain, Waynesburg, sends a fine percentage solution.

94. Let x = the distance the hour hand is past the *eight* mark; then $\frac{40+x}{4}$ or $10 + \frac{x}{4}$ = the distance the minute hand is past the *twelve* mark. Then $\frac{1}{12} \left(10 + \frac{x}{4} \right) = x$, from which $x = \frac{40}{47}$, and $10 + \frac{x}{4} = 10\frac{10}{47}$ the number of minutes past 8, when the minute hand is $\frac{1}{4}$ of the distance from 12 to the hour hand.

(ALTON BLUNK, Crown Center.)



95. In the given circle, let ACB be any given sector; draw DC bisecting it, and FG perpendicular to DC at C; and draw FD and GD; draw HI parallel to DF and join KI; DKIH is the square required. By equal triangles, KD=DH; KC=CH; KI=IH, angle DHI=angle DKI, and angle DIH=DIK, and each of the last two— 45° . Hence, DKIH is a square, having its sides and its angles equal.

ED. WADSWORTH, Montgomery, Ind.

96. $(x^2+1)(x^2+1)(x+1)=30x^2$; dividing by x^2 ,..... $\left(x^2 + \frac{1}{x}\right) \left(1 + \frac{1}{x}\right) \left(x + \frac{1}{x}\right) = 30$; or, $\left(x^2 + x + \frac{1}{x} + \frac{1}{x^2}\right) \left(x + \frac{1}{x}\right) = 30$;
Let $x + \frac{1}{x} = S$, then we have $(S^2 - 2 + S)S = 30$; multiplying by S ,.....
 $S^4 - 2S^2 + S^3 = 30S$; or, $S^4 + S^3 - 30S + 2S^2$;
Adding $\frac{S^2}{4}$ to each side, $S^4 + S^3 + \frac{S^2}{4} - 30S + 2S^2$;
Or, $\left(S^2 + \frac{S}{2}\right)^2 - 30S + 2S^2 + \frac{S^2}{4}$;
Adding $10 \left(S^2 + \frac{S}{2}\right) + 25$ to each side;
 $\left(S^2 + \frac{S}{2}\right)^2 + 10 \left(S^2 + \frac{S}{2}\right) + 25 = \frac{49S^2}{4} + 35S + 25$;
Extracting square root, $\left(S^2 + \frac{S}{2}\right) + 5 = \frac{7S}{2} + 5$; from which $S = 3$;
Then $x + \frac{1}{x} = 3$, from which $x = \frac{1}{2} \left(3 \pm \sqrt{5} \right)$

Jos. HART, Cresco, Ind.

97. $21390 + (114\frac{7}{8} + \frac{1}{8}) = 186$, hence, 186 shares (\$100 each);
 5% of \$186000 = \$930, income;
 $186 \times (135\frac{1}{2} - \frac{1}{2}) = 25110$; hence, \$25110 proceeds.
 $25110 + (92\frac{7}{8} + \frac{1}{8}) = 270$; hence, 270 shares (\$100 each.)
 4% of \$27000 = \$1080, income.
 $\$1080 - \$930 = \$150$, answer.

SOLUTIONS REQUESTED.

(From the *Indiana Complete Arithmetic*.)

Page 327, Ex. 5. In weight, 2 cu. ft. copper = 18 cu. ft. water; then, 5 cu. ft. copper = 45 cu. ft. water; hence, in weight, gold is to copper as 98.2 is to 45; that is gold weighs $\frac{2}{3}$ as much as copper. We know then that 1 cu. in. of gold equals, in weight, to $\frac{2}{3}$ cu. in. of copper; hence, $\frac{3}{2}$ cu. in. of gold equals, in weight, to $\frac{3}{2} \times \frac{2}{3}$ cu. in., or 1.6972 cu. in. of copper.

Page 327, Ex. 7. A's playing : B's playing :: 9:6; or as 3:2; or as 48:32. A's playing : C's playing :: 16:9 or as 48:27. Therefore, B's : C's :: 32:27; that is C would win 27 out of 59, or 54 out of 118.

Page 327, Ex. 8. In $\frac{3}{4}$ minutes, A runs $\frac{1}{4}$ miles, in $\frac{1}{4}$ min. he runs $\frac{1}{4} \times \frac{4}{3} = \frac{1}{3}$ (of a mile); in one minute he runs $\frac{1}{3}$ (of a mile). In one minute B runs $\frac{1}{3}$ of $\frac{5}{6}$ mi. — $\frac{1}{4}$ mi; and in 34 minutes, B would run 34 times $\frac{1}{4}$ mi. — 5 miles.

Page 327, Ex. 9.

$\frac{1}{4}$ — part A and B can do in one hour.

$\frac{1}{6}$ — " A " C " " " " "

$\frac{1}{6}$ — " B " C " " " " "

$\frac{1}{3}$ — part 2 A's, 2 B's and 2 C's can do in one hour.

$\frac{1}{3}$ — " A, B and C can do in one hour.

$\frac{1}{3}$ — " B and C can do in one hour.

$\frac{1}{3}$ — $\frac{1}{3}$ — part A can do in one hour.

Hence, A can do the work in 6 hours.

Page 321, Ex. 1. $\frac{1}{3} - \frac{1}{4} = \frac{1}{12}$, left of Joseph's; $\frac{1}{3} - \frac{1}{4} = \frac{1}{12}$, left of William's. The question now is what part of $\frac{1}{12}$ is $\frac{1}{2}$; or $\frac{1}{12}$ multiplied by what fraction equals $\frac{1}{2}$; this is found by dividing $\frac{1}{12}$ by $\frac{1}{2}$; the result is $\frac{1}{6}$; hence, $\frac{1}{6}$ is the part of Joseph's that is equal to Williams.

ANSWERS TO QUERIES.

9. (a) Not every critic is a Carlyle.
 (b) Not all the work of on assignment is to be taken.
 W. F. RICE, Mardenis, Ind.)
10. "When the king embarked, etc." modifies "was."
 (QUIZ, Bloomington, Ind.)
11. (No answer yet received.)
12. They cannot.

CREDITS.—93, W. F. Rice, Mardenis; Walter R. Curtis, Aurora; Walter N. Vanscoyoc, Crawfordsville; C. Orville Witter, Crumstown; Alton Blunk, Crown Center... 93, 97, M. A. Tremain, Waynesburg... 93, 94, 97, W. F. Headley, Bloomington... 94, Alton Blunk... 96, Jos. Hart, Cresco... 87, A. P. Wolever, Round Grove; Louis Ash, Buffalo... 93, 94, 95, 97, Ed Wade, Montgomery... 93, 94, 97, M. M. Zinkan, Washington.

PROBLEMS.

98. A and B purchase a quantity of calico for \$39.57. A pays 15 cents per yard for his. The price B pays per yard equals $\frac{1}{4}$ of the whole number of yards purchased. How many yards did each buy, and what price did B pay per yard?

(M. M. ZINKAN, Washington, Ind.)

99. If I sell out \$5,610 of 3 per cent. stock at $97\frac{1}{2}$ and invest the proceeds half in $3\frac{1}{2}$ per cent. stock and half in 4 per cent. stock, both at $116\frac{1}{4}$, find the change in my income (brokerage $\frac{1}{8}$).

100. CD is a chord parallel to the diameter. A, B and P is any point in the diameter. Prove that—

$$PC^2 + PD^2 = PA^2 + PB^2.$$

101. If 4 oz. of gold 17 carats fine (*i. e.* 17 out of 24 parts) are mixed with 6 oz. of gold 14 carats fine, how much gold will there be in an ornament made from the compound and weighing $3\frac{1}{2}$ oz.?

(JUNIUS, Terre Haute.)

102. The ratio of the interest to the true discount on a certain sum of money for a certain time at a certain rate per cent. per annum is 21 to 20; find the rate per cent.

MISCELLANY.

INDIANA STATE TEACHERS' ASSOCIATION.

[*The Forty-Second Annual Meeting will be held in the Hall of Representatives, State House, Indianapolis, Indiana, Dec. 26-27-28, 1895.*]

PROGRAMME.

THURSDAY, DECEMBER 26, 1895—EVENING SESSION, 7:30 O'CLOCK.

1. Music. 2. Devotional Exercises—Rev. Henry A. Buchtel.
3. Address of Retiring President, President Joseph Swain, Indiana University.
4. INAUGURAL ADDRESS.—Howard Sandison, Vice-President State Normal School.
5. Music. 6. Report of Legislative Committee—Justin N. Study, Supt., Richmond.
7. Appointment of Committees. 8. Miscellaneous Business.

DECEMBER 27, FRIDAY MORNING, 9 O'CLOCK.

1. Music. 2. Devotional Exercises—Rev. D. J. Ellison

3. Correlation of Activities.—John A. Bergström, Assistant Professor of Pedagogy, Indiana University. 4. Discussion.
 5. Correlations as Inter-Relation of Subjects and the Institutions of Civilization—David K. Goss, Supt., Indianapolis. 6. Discussion—J. H. Tomlin, Supt., Shelbyville.
 7. Recess. 8. Music.
 9. Correlation as Inter-Relation of Subjects.—B. F. Moore, Supt., Frankfort. 10. Discussion—W. A. Millis, Supt., Attica. 11. General Discussion.
- EVENING SESSION, 8 O'CLOCK.**—1. Music.
2. ANNUAL ADDRESS.—Ideals of Education—Dr. Nicholas Murray Butler, Columbia College, New York.

Reception given by the mangement of the Grand Hotel to the members of the Association.

DECEMBER 28—SATURDAY MORNING, 9 O'CLOCK.

1. Music. 2. Devotional Exercises.—Rev. J. A. Rondthaler.
3. The Relation of the University and the High School—D. C. Arthur, Principal Logansport High School. 4. Discussion—Charles F. Patterson, Supt., Edinburg. 5. The Relation of the Kindergarten to the Primary School.—Miss Mary F Schaeffer, Director of Kindergarten Work, LaPorte. 6. Discussions—Miss Viola Ewers, Richmond.
7. Recess. 8. Music.
9. Symposium.—The Problem of the Institute. (a) F. D. Churchill, Supt. Oakland City schools. (b) D. M. Geeting, Supt. Public Instruction. (c) Mrs. Virginia G. Cory, Dunreith Public Schools, (d) Quitman Jackson, Supt. Hancock county.
10. Miscellaneous Business. 11. Adjournment.

Papers are limited to thirty minutes; leaders in discussions are allowed ten minutes; general discussion five minutes. The papers in the symposium are limited to fifteen minutes. The musical features of the programme are in the hands of W. E. M. Browne, and J. S. Bergen, of the Music Section.

HOWARD SANDISON, President.

J. A. CARNAGEY, Chairman Ex. Com.

OFFICERS.—President, Howard Sandison, Terre Haute; Vice-Presidents, B. F. Moore, Frankfort, Mrs. Rose Mikels, New Castle, J. V. Busby, Alexandria, E. K. Dye, Bedford; C. M. McDaniel, Madison, Mrs. W. J. Hays, Attica. Recording Secretary—Miss Annette Ferris, Thorntown. Permanent Secretary and Treasurer—J. R. Hart, Lebanon; Executive Committee—J. H. Hyworth, Edinburg, W. S. Almond, Delphi, Stanley Coulter, Lafayette, Miss Laura Moore, LaPorte; C. N. Peak, Princeton, T. A. Mott, Madison, J. A. Carnagey, Columbus, Chairman.

HIGH SCHOOL SECTION.

(Hall of Representatives.)

1:30 P. M. FRIDAY, DECEMBER 27.

1. Manual Training in the High Schools.—W. H. Bass, Industrial Training School, Indianapolis. Discussion by members of the Section.
2. On the Cultivation of Oral Expression.—(a) In Connection with the Teaching of English—Mrs. Esther K. Gentry, Michigan City; (b) In the General Work of the School—H. J. Leggett, La Porte High School. Discussion:—E. A. Remy, Columbus High School; Miss Charity Dye, Indianapolis High School.
3. On the Vitalizing of Science Teaching—Mr. S. B. McCracken, Elkhart High School. Discussion led by Dr. J. T. Scovell, Terre Haute High School.
4. Report of Committee on Nominations. 5. Miscellaneous. Adjournment.

NOTE—Some time for the general discussion of each paper has been allowed. It is hoped that the members will come prepared to express their views upon the topics presented.

W. H. HERSHMAN,

New Albany, *President*.MRS. LOIS HUFFORD,
Indianapolis, *Chr. Ex. Com.*

COUNTY SUPERINTENDENTS' ASSOCIATION.

(Meeting to be held in Agricultural Hall, Room 12, State House.)

DECEMBER 26, THURSDAY, 2 P. M.

President's Address.—An Original Poem—W. W. Pfrimmer.

The County Institute.—(a) Can we profitably hold them during the school term?—R. V. Carlin, Steuben County. (b) Shall they be held partly in sections? Show how this may be done.—J. A. GREENSTREET, Henry County. (c) Should the instructor select a class from the institute and conduct a recitation which should be followed by general discussion?—J. W. Nourse, Spencer County. [Each of these to be followed by a general discussion of ten minutes.] Miscellaneous.

W. W. PFRIMMER,

Supt. Newton County, *Pres.*

H. W. CURRY,

Supt. Vigo County, *Sec'y*.

ASSOCIATION OF ELOCUTIONISTS AND ORATORS.

(Supreme Court Room, State House.)

DECEMBER 26, THURSDAY AFTERNOON 2 O'CLOCK.

1. A Plea for Expressive Reading in the Public Schools.—E. P. Trueblood, Earlham College. 2. General discussion.
3. True Elocution.—A. R. Priest. General discussion. Discussions limited to five minutes.

DECEMBER 27, FRIDAY MORNING, 10 O'CLOCK.

Formation of Committees. Miscellaneous Business. Election of Officers. Question Box.

FRIDAY AFTERNOON, 2 O'CLOCK.

1. Pulpit Oratory.—Dr. T. A. Coultas, Roberts Park M. E Church, Indianapolis. 2. Discussion led by Rev. G. A. Carstensen, St. Paul's Episcopal Church, Indianapolis.
 3. Should Elocution be Taught in Our Public Schools?—Miss Carolyn V. Dorsey, Central Normal College, Danville. 4. Discussion led by Miss Nellie Virtue. 5. Question Box.
- E. P. TRUEBLOOD, MISS CAROLYN MOODY GERRISH,
Richmond, Pres. LaFayette, Sec'y.

The programmes of the other sections are not yet in. They will appear in the December number.

RAILROAD RATES.—Members of the Association will have advantage of reduced rates on all the railroads.

HOTEL RATES.—Grand and the Denison, \$2.00 per day; the Bates, \$2.50; Hotel English, \$1.50. These rates will be given only to members who present receipt showing payment of Annual Dues. Headquarters—General Association, Grand Hotel; Executive Committee, Room 39. Register early. Annual fee, 50c.

PURDUE UNIVERSITY.

The *Electrician*, published in London, and the oldest illustrated journal in England of that character, devoted nearly two pages to the reproduction of an illustrated article from the *Electrical World* of New York, descriptive of the electrical department of Purdue University at Lafayette. In an editorial paragraph, the *Electrician* calls attention to Purdue as follows:

"An engineering teaching institution, where the enrollment of students in the electrical engineering department alone is over two hundred, can well afford to do things on a more liberal and magnificent scale than even the best of English institutions of a similar kind."

"To do things on a more liberal and magnificent scale than even the best European institution of a similar kind" is high praise for Purdue.

TEACHING THE CONSTITUTION.

In the eight year history work, there will be opportunities each day to give instruction on the constitution. When we read of Washington ordering out the army to suppress the Whiskey Rebellion, we should refer the pupil to the clause in the constitution which makes the president the commander-in-chief of the army and navy. If we read of census being taken, show the pupil that the constitution requires it to be taken.

In studying the inter-state commerce law, the pupil should know that the constitution gives congress power to regulate trade between the

states. When studying the admission of states or the division of Virginia, refer to the constitution on these points.

The same recommendations would apply to the Impeachment of Johnson, to any treaty, the Declarations of war, Presidential Veto, the Fugitive Slave law and all other laws passed by congress, the appointment of a judge of the supreme court, etc.

The teacher should refer the pupil to the page on which the given point is found and require him to study it previous to the recitation hour. Associating facts in history with particular clauses of the constitution enables the pupil to remember both more easily.

Crawfordsville, Ind.

WALTER N. VANSCHOYOC.

BENTON COUNTY will enter heartily into the celebration of Patriotic Day. Supt. Chas. H. West has printed an excellent program in neat form for general use.

REMINGTON has issued its catalogue of the schools. It makes a good showing. Wm. R. Murphy is superintendent and Mark P. Helm is principal of the high school.

THE Southern Indiana Normal at Mitchell is steadily gaining ground. The attendance this year is very much larger than for the corresponding time last year.

THE Tri-State Normal at Angola is nearly on a boom, as indicated by the fact that it has started over *five hundred* students in Latin this year. L. M. Sniff is the president.

THE Reading Circle Board has selected Guizot's History of Civilization for one of the books for the Teachers' Reading Circle *next* year. The second book will be selected later.

NORTH VERNON, through the perseverance of Supt. Horace Ellis, is enjoying a university extension course of lectures, which are given by Prof. W. E. Henry, of Franklin College.

SUPT. EDWARD AYERS, of La Fayette, is chairman of the executive committee of the Northern Teachers' Association and is already at work on the program. The meeting will be held at Marion.

DUBOIS COUNTY prints the Township "Outlines" in full and then adds a "supplement" in which are given many valuable suggestions to teachers. Supt. Geo. R. Wilson has a faculty for doing such things.

BLUFFTON has just completed a new school building in accordance with the best thought in regard to school architecture. It is said to be "the most complete and attractive ward school building to be found anywhere."

LA GRANGE COUNTY is always working on the best lines and making a good record. It employs 137 teachers and yet the enrollment at its last institute reached 153. Supt. E. G. Machan is always on the outlook for the best.

GEO. F. BASS, manager of the Y. P. R. C. reports that more than 13,000 books have already been ordered, which is a larger number than was ever before ordered so early in the school year. Verily the Y. P. R. C. is a power in the land.

COLUMBUS.—The Report and Manual shows what the schools are doing. Increased facilities have been provided for the high school and the plan for departmental work is giving entire satisfaction. Supt. Carnagey has his hand on the helm.

SEPTEMBER JOURNALS WANTED.—Any one who will send us the September 1895 JOURNAL in good condition will have his time of subscription extended one month, and besides will greatly oblige several people who need this issue of the JOURNAL in order to complete their files.

NEW ALBANY now rejoices in a new laboratory for its high school fitted up according to the most approved methods. All the appliances for the best teaching are supplied. C. A. Prosser is in charge. Supt. Hershman is working, as far as practicable, toward the specialization of work for high school teachers.

THE City Superintendents, of Indiana, will hold their sixth annual meeting at the Denison Hotel, Indianapolis, November 7 8, 9. An excellent program has been provided. No live superintendent can afford to miss such meetings. It is understood that much time will be given to the consideration of the report of the committee on Course of Study for City and Town Schools.

THE Illinois Society for Child-study has been organized nearly two years and has already published (1) its transaction containing suggestions and a series of papers on the work and results of child-study (2) its hand-book containing plan of organization, syllabi to be used as guides in the work etc. Members of the society (and any one can become a member) pay \$1.00 a year and are entitled to all the publications of the society. C. C. Van Liew, of Normal, Illinois, is secretary and will give all information.

A SUPERINTENDENTS' CLUB has been organized for southern Indiana. The first meeting was held at Columbus, Oct. 19, with W. A. Featheringill, T. A. Mott, J. H. Tomlin, W. H. Hershman, J. R. Starkey, D. M. Geeting and J. A. Carnagey present. The day was spent in visiting schools and the expression was unanimous and hearty, that the schools were in excellent condition. The following named persons were elected to membership: C. N. Peak, W. F. Axtell, R. A. Ogg, F. D. Churchill, W. A. Hester, A. J. Johnson, W. D. Kerlin, W. F. L. Sanders and P. P. Stultz. Franklin was selected as the next place of meeting.

INDIANA UNIVERSITY.—The Department of English has made two new departures this year by establishing courses in debating and journalism. The work in debating is modeled upon the Harvard plan which has been very successful. The object is to train the student in

the method of gathering material, arranging it in a logical way, and lastly to deliver his argument in a clear, vigorous and persuasive manner. Mr. Prescott who has charge of this is a Harvard man. He is meeting with great success. The course in journalism is attracting a great deal of attention over the state. The press has generally spoken of it with favor. Mr. N. W. Stephenson who has charge of this work is a practical newspaper man of experience and ability. The large number of students taking the work in both these new courses shows there was a real demand for them.

WHITLEY COUNTY.—Supt. G. M. Naber makes the following report of what was done by the Y. P. R. C. for the year ending July 1:—

Number of books in libraries at beginning of the year.....	2625
Number of books added during the year.....	954
Total	3579
Amount of money raised during the year.....	\$333
Number of pupils that read books.....	2821
Number of books read by pupils.....	9027
Numbers of books read by parents.....	981
Total	10,008
Number of compositions and book reviews written by pupils....	2050

ANDERSON.—The Manual for 1895-6 is *full* and indicates fully what work is being done in the school. Supt. J. W. Carr has this to say about correlation:—"No attempt has been made to correlate the different subjects by choosing science or history as the central subject and grouping all others about it. It is believed that each subject in the course should be taught by itself as well as in relation to other subjects. Therefore, it is intended that reading, writing, spelling, drawing, arithmetic, etc., shall each be taught by itself as a separate subject, as well as in connection with other subjects. The way in which these subjects may be taught in relation to other subjects has been noted in many instances in the outline. Further correlation can and should be made by the teacher. It is therefore the intention to embody the best features of the old and new curriculum in this outline. How successfully this has been done remains to be determined by experience."

PERSONAL.

H. W. JENKINS is at New Point.
 L. A. JEWETT teaches at St. Paul.
 CHAS. MCKEE is on top at Sardinia.
 G. L. MOORE is wide awake at Alert.
 ELMER GUESS is principal at St. Omer.
 W. H. KESSEL presides at Prairie Creek.
 H. C. DOLES is the big man at Clarksburg.
 FRANK GOFF holds the Adams schools down.
 P. L. DOLES still holds the reins at Kingston.

IRA SCRIPTURE is the instructor at West Point.

G. L. FREMAN wields the birch at Waynesburg.

E. L. WAGGONER says how things must be at Riley.

JOHN A. HILL is principal of the Tipton high school.

J. H. BOBBITT is the man to enquire for at New Point.

G. L. ROBERTS is at Greensburg as high school principal.

JAS. K. BECK will continue in charge of the Bloomington high school.

A. J. DOUGLAS continues as superintendent of the schools at Logansport.

P. V. VORIS is superintendent of the Danville schools for another year.

C. M. WALKER requires the boys and girls at Belleville to "toe the mark."

J. Z. A. MCCAUGHAN is doing good work as principal of Kokomo high school.

E. G. BAUMAN, I. U. '90, is the new principal of the Mt. Vernon high school.

ANNA L. SCHOFF, of Cincinnati, is principal of the high school at Dunkirk.

W. T. BROWN is superintendent of the schools at Bloomfield. This is his first year.

S. W. SMELCER remains this year at the Thornhope schools at an increased salary.

H. B. WILSON, of Frankfort, has accepted the principalship of the high school at Salem.

IRA CLARK is the only man teacher in Clinton township. He is principal at Sandusky.

JOHN DONALDSON still retains his principalship in the Terre Haute schools. He has served long and well.

F. C. WEIMER, of Peru, a graduate of Wabash College has been elected principal of the high school at Goodland.

O. L. LYON, last year science teacher in the Greencastle high school, will spend this year at Harvard, studying for a degree.

C. M. PIERCY, of Kokomo, has been granted a year's leave of absence in order that he may graduate at the State Normal.

A. R. HARDESTY after a service of nine years as superintendent of the Chesterton schools will go to Hobart at an increased salary.

I. A. HUMBERD resigned the principalship of the Goodland high school in order to take the state management of the University Association.

DR. W. L. BRYAN has agreed to give a course of lectures to the Indianapolis teachers, beginning November 2. His subject will be Child Study.

EDWARD TAYLOR, formerly of this state, has been re-elected superintendent of schools at Bowling Green, Ky for two years at a salary of \$2000 a year.

A. U. CRULL, principal of the Huntington high school, is a graduate of Indiana University and has spent one year with Dr. Ely in Wisconsin University.

MISS ISABELL DAVIDSON, of La Porte, has gone to West Superior Wis. to take a position in the schools. She is a strong teacher and a superior kindergartener.

T. A. FORTNER, for thirty years a teacher in the Howard county schools, recently died at his home in New London. He was principal of the West Middleton schools.

PROF. GEO. E. FELLOWS, of the State University, did not go to Europe as reported. He has gone to Chicago University as assistant professor of modern European History.

ELMER E. TYNER has begun his fourth year as superintendent of the Greenwood schools. The enrollment is larger than at the opening last year and everything is moving off nicely.

W. H. ELSOM, the new superintendent of the West Superior, Wis. schools, reports everything in good shape. The schools are fuller than ever before and he now employs 116 teachers.

W. F. AXTELL, chairman of the executive committee of the Southern Teachers' Association, announce that the next meeting will be held at Washington, April 9, 10 and that the program is *growing*.

VALOIS BUTLER, formerly of Elkhart county, is now living near Denham, Pulaski county. He owns a farm, but teaches his home school during the school year. He looks and talks and acts and feels very much as of old.

E. W. BOHANNON resigned the superintendency at Rensselaer to go to Clark University where he entered as a senior scholar in Pedagogy. He is preparing himself to do the best possible work as superintendent of schools and expects to return to Indiana.

SUPT. FRANK M. BEARD, of Hartford City is diligently at work trying to have carried out in his schools Herbart's ideas in regard to correlation. This requires special work on the part of teachers, but up to date everything seems to work smoothly.

PROF. FRANCIS A. MARCH, whose seventieth birthday, Lafayette College celebrated on Oct. 24th, 1895, is one of the best known of American scholars. Prof. March has just completed his seventieth year and has been connected with Lafayette College forty of these years.

A. W. MOORE, an Indiana man, will continue his work in Chicago University and teach two classes the coming year. To be selected to teach is a distinction of which one may well feel proud. Mr. Moore did some very acceptable institute work in the state during last summer.

ELIZA REYNOLDS, Ph. D., Professor of English literature in Chicago University, recently made two addresses to the Indianapolis teachers.

It is only fair to say that Dr. Reynolds not only satisfied her critical audience, but she did more, she aroused them to enthusiasm. Her subject was English Literature and How to Teach It.

MRS. EMMA MONT MCRAE, of Purdue University, was employed by Ginn & Co. to edit the two plays of Shakespeare used this year by the teachers' Reading Circle. That she did the work well all will agree. The first edition of the book was 10,000, and more than 12,000 have already been ordered. A second edition has, of course, been ordered.

J. T. WORSHAM, of the State Normal '93, is pushing the Huntingburg schools rapidly to the front. Under his supervision, the corps of teachers has been increased, the course of study revised, outlining the work for each month, and the high school equipped with a fine set of physical and chemical apparatus. Through his efforts the high school has regained its commission.

DR. JOS. F. TUTTLE, for thirty years president of Wabash College, and his good wife, on October 1st, celebrated their golden wedding. The gathering on the occasion was a happy one. A committee from the alumni of Indianapolis, headed by Dr. M. L. Haines, presented a beautiful oil painting, called "October Haze." Dr. Tuttle did much for Wabash College, and through his work there, has done much for higher culture in Indiana. The JOURNAL extends congratulations and good wishes.

BOOK TABLE.

St. Nicholas has secured a series of letters written by Robert Louis Stevenson to a boy-relative, describing the author's romantic life in Samoa.

THE *Rocky Mountain Educator* is the name of a new paper started at Denver, Col. It is edited by Fred Dick, ex-State Supt. It seems to be newsy and readable, but not very profound.

MARION CRAWFORD is writing for *The Century Magazine* a series of papers on Rome and the Vatican for which Andre Castaigne is drawing the illustrations. These articles will describe unusual features of the Sacred City, and the pictures will include some remarkable restorations of classical scenes.

IN MEMORIAM.—Edited by William J. Rolfe, Litt. D. This little book is uniform with the Rolfe Shakespeare, Lady of the Lake and other poems. The notes are at the close as in the preceding volumes and are thorough and helpful. Mr. Rolfe's reputation as a literary critic and scholar should be assurance to all students that this book is a masterly exposition of this wonderful poem.

THE *Arena*, which is a "free lance" among magazines, has reduced its price from \$5 to \$3 without reducing its size or lowering its standard. It employs some of the best writers in the country. It is abso-

lutely fearless and discusses all sides of all questions. Its pages are

open to all persons who have anything worthy to say whether the editor agrees with the sentiment expressed or not. It is published in Boston.

"*THE Century Book for Young Americans*," by Elbridge S. Brooks, has been widely used in the schools for supplementary reading. It has been adopted for this purpose by the boards of education in Chicago, Cleveland, Poughkeepsie and Bridgeport, among others. It is also in use among many of the leading private schools of the country. The book has been one of the most successful juveniles of the year. Published by the Century Co., New York.

PHYSIOLOGY CLASS-BOOK, by F. M. Walters, instructor in physiology in the State Normal School, Warrensburg, Mo. This "class-book" is comprised in 130 pages, one-half of them blank for the students' notes and experiments. The author appeals to the students' reasoning powers rather than to his memory, and furnishes sufficient experimental and observational work to give clear conceptions. The book will be helpful and suggestive to every teacher and can be used with any textbook.

THE HISTORY, STORY AND CHARACTERIZATION OF SHAKESPEARE'S HENRY VIII.—By J. A. Joseph, President Central Normal College, Danville, Ind. The writer has just finished reading it and has been much interested in it. It shows that the author has a knowledge of the times in which the play is located and that he clearly sees the relation of things. It is comprised in about 56 pages and will certainly be helpful to any one intending to study the play. It is neatly bound in paper and costs 25 cents.

A PATRIOTIC PRIMER FOR THE LITTLE CITIZEN.—By George F. Balch, revised and enlarged by Wallace Foster, Indianapolis. This little book of some 65 pages, is what its name implies. It is a book of instruction for young people. It starts out by asking and answering a large number of questions about the history of the country. It then gives the origin and history of our national hymns and patriotic songs. About half the space is given to patriotic selections taken from a great number of authors. The price is 25 cents. It has been endorsed by all the leading patriotic organizations of the country. Address, Wallace Foster, Indianapolis.

WEBSTER'S INTERNATIONAL DICTIONARY.—It cannot have missed the observation of the reader and student that here has sprung up, during the last few years, an absorbing desire upon the part of publishers of many of the leading dictionaries to see how many newly-invented words they can get between the covers of their works. They gather up the slang phrase of the street corner or some "cute" remark of a stage celebrity, and it finds its way into what are claimed to be standard books of authority. Other works may contain more words; may be more profusely illustrated, and have brighter colors used in the printing; but Noah Webster, like George Washington, is first in the hearts of his countrymen as an educational guide and source of useful knowledge.

ECLECTIC SCHOOL READINGS are issued by the enterprising American Book Co., Cincinnati, Chicago and New York. These books are designed for supplementary readers and are carefully graded for school use. At the same time, they will be found attractive and interesting to the children at home. They are handsomely and substantially bound in cloth and furnished with many illustrations. *Stories for Children* is suited to the First Reader Grade. It contains 104 pages. Price, 25c. *Fairy Stories and Fables* is adapted to the Second Reader grade. It contains the classics of our childhood charmingly told by James Baldwin. Price 35 cents. *Old Greek Stories* for the third reader, is also by James Baldwin. Price 45 cents. Teachers in search of supplementary reading will do well to examine.

TWENTY-FIVE LETTERS ON ENGLISH AUTHORS.—By Mary Fisher. S. C. Griggs & Co., Chicago. Twenty-five letters on English authors treat of those eminent writers who, for more than five hundred years have most influenced the thought of the world. The reader is made acquainted not only with the character of their productions, but what is of greater moment and interest, with them as men—what they felt and believed, their way of looking at life, and their experience. The treatment of the subject is a departure from its class in the omission of the hackneyed judgments that pass from book to book; its fresh, telling matter from original sources; and its special discussion of the influence of weak and vicious literature upon young minds—its mission being to inculcate a taste for the “best that has been said and thought in the world.”

PRACTICAL EXERCISES IN ENGLISH.—By Huber Gray Buehler. This book is an attempt to provide drill on some elements of good English in a more rational and natural way and in more abundant measure than drill books have hitherto provided. It has in view pupils who come to grammar or high schools with many habits of expression formed on bad models; it points out common errors and tries to lead pupils to convert knowledge of these errors into correct habits of expression. The author agrees with the recommendation of the Committee of Ten that “exercises in the correction of false syntax should be sparingly resorted to,” because “in the hands of any but a highly intelligent teacher exercises in bad English may do more harm than good.” It is published by Harper & Brothers.

JESUS AS A TEACHER AND THE MAKING OF THE NEW TESTAMENT.—By B. A. Hinsdale, Michigan University. St. Louis: Christian publishing company. The common expression, “Jesus the Great Teacher,” is in this book made a professional reality. Mr. Hinsdale one of the leaders in educational thought in our country, treats his subject with great reverence. There is no cant displayed, but everywhere the spirit and devotion of the true disciple. He says in his preface that when he began his study of the subject from a professional standpoint, he found himself at a loss which to admire most *what* Jesus taught or *how* he taught it. The article in the body of last month’s JOURNAL on

"His Recognition of Apperception" will give the reader an idea of the character of the book. Mr. Hinsdale recommends teachers, especially of morals and religion, to study the methods of Jesus since he is the great Master of ethical method.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School. 11-4f

GREER COLLEGE, Hoopeston, Ill. has a very excellent normal department for teachers. Read its advertisement on another page.

\$75 A MONTH and expenses to competent men and women. Write for particulars at once E. C. MORSE & Co, 56 5th Ave., Chicago. 10-6t.

DEAR MADAM:—I take pleasure in offering you my assistance in making any purchases you may wish in the city, free of charge and at the market price. Samples and explanatory circular sent on application. By permission I refer to Mr. H. V. Higginbotham, President of World's Fair and member of Marshall, Field & Co., Maj. R. W. McClaghry, Gen. Supt. State Reformatory, Pontiac, Ill. Very truly,
EMMA F. MADDEN, Box 189, Chicago, Ill.

THE MUNGER.—On another page will be found the advertisement of the Munger Cycle Company. There is no doubt that this company makes the best light wheel in the market. Only the best of material is used and every wheel is "high grade." It always pays to get the best. It is the cheapest in the long run. Call at office or write for descriptive circular.

COMMON-SENSE DUPLICATOR.—Every school-teacher needs one. Easily made at small expense. Try it. Recipe sent with directions. Sent for \$1. Address J. R. NEWLIN, Attica, Ind. 10-1t

THE BIG FOUR now runs three trains a day, without change of cars, from Indianapolis to Louisville. Try this new route. You can do it and lose no time.

SPECIAL EXCURSIONS to Atlanta, Ga. via Pennsylvania Line.—\$14 25 round trip. Tickets sold October 26, November 3, 15 and 25, December 5 and 16; good ten days from date of sale. Try our New Atlanta Special, leaving Indianapolis 4 45 P. M. daily; Arrive Atlanta 11:15 A. M. next day. Through sleeper from Louisville. You can't beat it. For tickets and sleeping car price, call on agents, No. 48 W. Washington street, No. 46. Jackson Place, Union Station or address,

GEO. E. ROCKWELL, D. P. A.

FIRST-CLASS experienced agents, canvassers and solicitors can reap a rich harvest with the Legal and Political History or the Trial of Jesus, the next four months. Best book for Christmas delivery.

HEEB PUBLISHING CO., Indianapolis.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. Two classes formed each year, one in September, the other in February. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

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SOCIOLOGY IN THE PUBLIC SCHOOLS.

WM. A. MILLIS, SUPT. OF ATTICA SCHOOLS.

The central idea in the Report of the Committee of Fifteen is the correlation of the pupil with his environment. This idea is made the basis of school organization and the end of school education. The Report views environment as two fold: the one factor is Nature Life, the other is Institutional Life. The latter factor is deemed of primary importance and is made to determine the sequence of school studies, yet the close and necessary connection of the two factors is recognized. In spite of Dr. Rice's adverse criticism it will be admitted that in this feature, the Report expresses the real thought of the American school. The Committee of Fifteen proposes that the school shall so prepare the individual for institutional life that he shall have the greatest command over the resources of his environment, natural and institutional, and at the same time make the greatest possible contribution to civilization. This means simply, training into reciprocally helpful co-operation with one's fellows. The basic idea of state education is this idea of training our people into the habit of intelligent, sympathetic and co-operative social living. The public school is not a charitable institution undertaken by the state in behalf of a helpless class, nor is it undertaken merely as a means of economical schooling. The school systems of city, county and state stand as a definite institution of society the purpose of which is to socialize the growing community.

Looking to the proposed correlation of the pupil with the world about him, the Committee has assigned the language studies to the rank of first importance. These are followed in turn by arithmetic, geography, history and "other studies." This sequence is based upon the relative value of these branches of learning and skill in individual and social activities. Thus far the Report is certainly correct. But in one very important respect it is certainly weak. To give the individual merely the "tools" of civilized life and thought is insufficient preparation for "co-operation with one's fellows." Knowledge and skill are an immense power, but this power may prove to be a consummate demon if not directed into channels of activity for good. Knowledge and skill with nothing more are more favorable to anarchy than to ideal civilization. It is urged with much reason that in order that there may be spontaneous and intelligent co-operation with one's fellows the individual must possess (1) True insight into the relationship actual and ideal subsisting between himself and his fellows, and, also, (2) The Holy Ghost of co-operative social living. It is urged that the public school must provide for training our youth into such insight and spirit. The kindergarten recognizes this function and provides for it. Indeed the essential idea of the kindergarten is the induction of the child into a small ideal community where in the gift and occupation work there is development of individuality made perfect by training into the spirit of gladsome co-operation, surrender of self to the community, and into a perception of his relationships with the various factors of society. It is this idea which the kindergarten contributes to educational philosophy.

Much of this social insight and spirit may be secured by skillful organization and management of the school. Much may be done by the teacher organizing her work to the end of giving the pupil greater social worth. In the selection of subject matter, planning of lessons, determination of method, discipline, regulations, play—in the details of the work as well as in the whole—she must look to the preparation of her pupil for better life in the home, better service to the state, better industrial service, better morality, and religion—for better "give and take" in all the affairs of life. She must

cultivate the pupil in view of the relations which he must assume in full when he attains to manhood. At no time must the pupil be looked at as a creature purely of the present time and an end in himself. The life of the school-room should be so ordered that the child may breathe daily the atmosphere of the higher social life, that all appeals be addressed to those sentiments and ideas which should prevail in the ideal community, that the child be subject to the same self-control and restraints that he must experience in later life, and that he may have daily experience in the relationship of true social living. In the routine of lessons occur many opportunities of impressing the pupil with the character and value of these relationships. He should be impressed constantly with the dignity of labor. He should see at the earliest moment the service which farmer, miner, carpenter, merchant, newspaper, factory, telegraphy, government, etc, render him personally. He should be brought to realize thoroughly and religiously his obligations to every branch of industry, to every trade and profession, however, high or lowly. He must feel that these obligations are personal; that they are sacred, and that the toil represented by them is sacred. He must have a sense of the close inevitable connection between his life and the lives of the millions whom he discovers around him as he advances into the broader circles of his school studies. To do these things is the supreme function of the school.

But the emphasis of social relationship in the school organization and the ordinary lines of study as mentioned above will prove insufficient. Social insight and spirit can be fully secured in this way no more than can arithmetic by emphasis of number as involved in literature and geography. To satisfy the function purposed requires a special course of instruction. The possibilities of such a course are suggested by the following line of work articulated with the course in history in the Attica Public Schools:—

FIRST YEAR.—Social games, and talks about the Work and Workers of the world.

SECOND YEAR.—Social games; Patriotic songs and literature; Discussion of Robinson Crusoe; Modes of Travel; Modes of living.

THIRD YEAR.—Talks about the mode of life of various typical peoples; the primary occupations and their relationship; Modes of travel.

FOURTH YEAR.—Means of communication—Newspaper, Telegraph, etc, and How they bind the world into a sentient whole; The relation of miner, factory worker and farmer to society.

FIFTH YEAR.—The agencies of production and exchange; The various bonds of kinship, common birthplace, party, etc, that bind society into a complex whole; relation of lawyer, physician, teacher, artist and editor to society.

SIXTH YEAR.—The social institutions, their functions and relationships.

SEVENTH YEAR.—The social development of America, the character and conditions of settlement, the rise and relations of her institutions.

EIGHTH YEAR.—The come-and-go of reform ideas, changes in our social atmosphere, changes in the idea and organization of our institutions.

In the high school two lines of work have been developed. In the study of general history the student is led to emphasize the contributions of the several peoples studied to modern civilization. The effort is to get at the history of civilization rather than at the chronology of "National events, their causes and results." Also in the study of "current news" many social problems have been discussed. "Civil Service," "Silver Coinage," "The Salvation Army," "Social Sentiments," and kindred topics opened up fruitful research. These discussions were conducted by the principal in the opening exercises of the day's work. The second line of work is a course in social studies required in the last semester of the senior year. The curriculum formerly provided for a study in political economy at this time. The change was based upon the thought that economics is too "specialized" for high school students—that it is too technical and presupposes more breadth of experience and scholarship than average high school students possess. It was also thought of more importance that the student understand his own community, the forces at work within it, and the problems to be solved, than to half understand the science of trusts,

monopolies and money. The change has proven to be very satisfactory to pupils and instructor. A text was not used. The field covered and the sequence of the subjects have been determined chiefly in accordance with the plan of Small and Vincent's Introduction to the Study of Society. The field was divided into five sections:—(1) The development of the local society, involving studies of (a) The Family on the Farm, (b) the Rural community, (c) The Village, (d) The Town, (e) The City; (2) Social Anatomy; (3) Social Physiology; (4) Social Pathology and Therapeutics; (5) Some Elements of Economics. These studies were pursued inductively. Looking to the end of giving the students an intelligent conception of their local society they were set systematically to study the facts of social organization seen daily in their own community. They were directed in their work by syllabi prepared on the mimeograph by the instructor. In the study of "The Family" each student selected a family on a farm, and, from personal inventory, reported the physical conditions, improvements of real estate, stock, tools and implements, household furniture, clothing, books, papers, personal characteristics of members of the family, division of labor, food and cooking, methods of cultivation, intellectual and religious advantages and affiliations, means of transportation, social intercourse, etc., etc. In the study of The Rural Group the same method was used, giving special attention to co-operative activities, social institutions, psychical activities in the way of debating societies, political gatherings, libraries and gatherings for discussions and conversation (store discussions, et al.), regulation of conduct, abnormal conditions in the way of bad roads, quarrelsomeness, poor housing, low intelligence and morality, &c. A like method was followed in the study of the village, the students giving particular attention to the social grouping, division of labor and co-operation in all artificial arrangements for lighting, defense, drainage, &c. For the fourth study of this series, "The Town and City," the students made an exhaustive inventory of our own little city's institutions, resources, limitations, possibilities and abnormal conditions. In the study of Social Anatomy, in addition to that which was involved in the above series, the

students made particular studies of "wants," social grouping, systems of social organs—the sustaining system, transporting system, regulating system, etc.—and the apparatus of communication—postal system, literature, press, telegraph. These were inductive studies like the first series. The third series was closely related to the foregoing, the students working out the functions of the systems of social organs. The pathology of society offered a rich opportunity. The work done was instructive and confined in foundation to the home community. The more important studies made were:—Pauperism, causes and cures; charity, good and bad; the liquor problem, causes, conditions and plans of control—this latter led out into a study of the license, North Carolina and Norwegian plans of controlling intoxication, and a study of Indiana's liquor laws; gambling, and the unemployed. The last question led out to a comparative study of tramps and the honestly unemployed, the means of relief adopted during the late depression by Indianapolis, Chicago, Denver, Cincinnati, Baltimore and other cities. Some time was also given to the Hull House and kindred institutions. Not much was done in economics beyond brief studies of the laws of supply and demand, competition, trusts and coinage. The instructor was highly gratified with the intelligence and energy with which the students took up the work.

It does not require a trained sociologist to conduct this line of work. Indeed great training might be fatal to the work through the separation of the instructor's interest and the student's interest. In this case the learning teacher will be the best teacher as in so many other fields of instruction. Again, this work does not require books and "material." The material is around the student as one half of his environment, and that half most vital to him. The only tools needed are sharp eyes, unprejudiced heart, and an interpreting mind. Who cares to read books about society when you have society all around you and within you? And the work certainly ought to be done. Will not the "morality," the "obedience to law," and the "better citizenship" be nearer at hand if our new generation may come to see clearly and sympathetically the relationships of the ideal civilization?

HERBARTIANISM APPLIED.

W. P. BURRIS, SUPT. BLUFFTON SCHOOLS.

INTRODUCTORY.

In English-speaking countries, the theories of Herbart and the Herbartians have not until recently begun to pass from the stage of exposition to that of application. It was not until the Saratoga meeting of the National Educational Association, in 1892, that the Herbart Club was organized. This Club, more than any other agency, has facilitated the spread of Herbartian ideas and promoted their rational application in school work under American and English conditions. At the Denver meeting of the National Association, in July of the current year, the National Herbart Society was established. Since the first-mentioned date, we have had several translations and expositions of a few of the vast number of German books setting forth the ideas of the great Herbart in our mother tongue. There have been, as yet, but few original contributions to any phase of the system from American or English sources. That exposition, which is by far the most valuable to the Indiana teacher in gaining insight into what is now commonly referred to as Herbartian theory, is **"The Elements of General Method"* by Charles A. McMurry—the book for professional study in the Indiana Teachers' Reading Circle for 1895-96. The popular reception and demand for this modest little volume indicates that it is to be an epoch-making book, emphasizing, as it does, certain phases of educational progress for which we are certainly ready.

Pestalozzi and his followers did a mighty work in the cause of education on both sides of the Atlantic, and the work of the great Swiss reformer bore its first and ripest fruits this side of the waters in Indiana; but he did not and could not do everything. The fulness of time had not come. There was something left for others to do when it came. It is a sincere conviction of a great body of workers who scan the horizon from time to time, watching, in part as critics, but not less as heralds of the later growths of educational theory, that the next advance step in popular education lies in the direction

*Public School Publishing Co., Bloomington, Ill.

pointed out by Herbart and his followers. Accordingly, from those who have been moved by the earnest words of the advocates of Herbartianism the inquiries come again and again, from every direction—"Are the ideas being carried into practice?" "How would you begin to introduce the system?" "What are the difficulties in the way?" "Is it practical?" "How are the results?" "Can you send me some daily programs showing the daily work?" etc. To answer these queries is the purpose of these papers.

It is very evident that American teachers, after the experience of recent years with "fads" and "faddists," are now slow to welcome innovations which do not bear the stamp of experience. They have abandoned the search for novelties in the hope of making school work permanently attractive and profitable, and are now seeking an enduring basis for the activities of the school. On the theory side, they see that Herbartianism is more than a novelty or a "pun," to quote the reference of an eminent educator to one of the tenets of the system, and are anxious to know if it is as fruitful in practice as it seems promising in theory. They see in it more than an accretion of a system already in practice and are duly cautious about attempting the application of a system which calls for a new elaboration of the entire theory of education in harmony with certain fundamental principles. Under these circumstances, it is quite natural that few schools should strike boldly into a field which calls for a practice so revolutionary and which is to encounter certain serious difficulties that are to be pointed out further on.

There is perhaps not a system of public schools in America which would claim to have realized fully all that the system claims in theory. There is a great and rapidly increasing number of schools with plans more or less elaborate, with results more or less fragmentary owing to a compromising attitude and environment, and with highly gratifying results in view of the opportunity afforded; but in the application of any new system there is much that can be effected only by reflection and experiment, and it is not to be expected that the best results are to be looked for within the time during which the application has been attempted. It is true that the system finds no endorsement in the two most noted reports

on education which have ever been issued in this country. The first was the work of nine independent bodies of specialists and it would have been astounding if the result had been an organic course of study whose different parts were rationally articulated. Valuable as it was in other respects, it left the most pressing problems in public school education untouched. The second, likewise valuable in showing the *status quo* taken at its best, did not carry us an inch into the future. With a conservatism that even hides behind the dictionary meaning of a term it gives us an amazing analysis of the present and its excuse for being, but makes only sarcastic reference to the vital question which the committee was appointed to investigate. But we are not to expect a reformation of our educational system to begin with the men whose fidelity to the dominant ideal is the cause of their elevation to positions of prominence. It must begin where all other reforms begin—with the men and the women who are in daily touch with that which needs reformation.

HOW TO INTRODUCE THE SYSTEM.

The work of Herbart was essentially creative work; *i. e.*, it called for a re-examination of the materials and methods of instruction in the light of new principles. Accordingly, the primal condition for the successful application of Herbartianism is to become thoroughly imbued with its spirit—"be born again." Then with the feeling of responsibility as a teacher of youth, you begin to inquire, "What is the general program of the school?" Having caught the spirit of the system through such books as "*General Method*" already referred to, "*Herbart and the Herbartians*" by president DeGarmo, "*Lange's Apperception*" and Herbart's "*The Science of Education*," you will get some such vision as the following:

*THE PROGRAM OF THE SCHOOL.

A. ACQUISITION.

Determined by the central aim of education as an end, with the apperception of the normal unfolding life of the child as a guide to the selection and succession of educative means, and largely determining the work of expression.

*From the Proposed Course of Study for the Cities and Towns of Indiana.

1. CULTURE STUDIES.

Providing for such a view of race culture as will bring the child through rapid and sympathetic appreciation of the successive culture planes to the highest culture and civilization of the present.

2. NATURE STUDIES.

Providing for an understanding of the environment through which the stream of human culture has flowed.

B. EXPRESSION.

Determined chiefly, almost entirely in elementary education, by the field of acquisition.

3. FORMAL STUDIES.

Providing for much and varied practice in leading to the mastery of the forms, symbols, and processes in which thought is embodied, by causing the child to express what is acquired in the culture and nature studies in as many ways as possible and as well as possible.

With this general program before you, you are now ready to elaborate the details of the curriculum in harmony therewith, and to meet the difficulties which prevent the practice anticipated by the plan. These difficulties we shall consider in the next paper.

CHAPTER ON CONCENTRATION IN THE GENERAL METHOD.—CORRELATION OF STUDIES.

CHAS. A. M'MURRY, ILLINOIS STATE NORMAL.

The necessity for re-arranging and re-adjusting the subject matter of our common school course is generally felt. There is a general conviction that not enough is done to relate and unify different school studies. Within the short limits of a school day there is a rapid succession of six or eight widely different branches with but little effort to unify them.

In the presence of this situation, we wish to take the following propositions for granted:

1. The practical strength and unity of a child's mind de-

depends upon the organic connection of the various parts of his knowledge and experience. As each organ of the body while serving some special function, aids and contributes to the health and unity of the whole, so each body of knowledge should be organically related to all the other parts.

2. The organic building-together of the different parts of knowledge is not a self-producing result. It is not a simple, unconscious growth in the mind. At least the pre-determined plan and effort of teachers may greatly strengthen this result. Like perpetual motion, the force which produces it must be perpetually supplied. If a person eats through the six or eight courses of a dinner, the digestive organs if not over-burdened, will sift and mingle these materials and draw off into the vascular system the suitable ingredients of food. Not so the mental action. At least, mental assimilation is much more a conscious and pre-determined effort.

3. The value of acquired knowledge is doubled and quadrupled when the necessary relations it sustains to other fields of experience are clearly perceived.

4. A clear and controlling aim must be found to give plan and coherency to teaching efforts. There must be a sifting of studies to see how far each is tributary to this aim. There must be a selection of the best materials in the important studies and a teaching of them in such a way as to realize logical and causal relations between studies.

The first point that we wish to establish is that the relation of different studies to each other are as important, if not more important, than the relation of the parts of the same study to each other. It will be admitted at once that the relations between the different parts and principles of a study are indispensable to a right appreciation of the subject as a whole. We know, too, that there is a common tendency to rote learning, to dumping facts of a study into the memory without much effort to see and fix important connections.

But a new demand is now sprung upon us. The facts and principles of different studies should be bound to each other into a network of scientifically and practically related knowledge. No item or fragment of information is worth much in the mental economy unless it is drawn into living relation to the whole body of knowledge. To realize this we need to

turn aside from the world of books to the real world of natural things and men. The *oak tree*, for example, as a botanical specimen, would receive some meager description in botany. But the oak tree in the woods stands in the midst of an environment of other sciences. More important to it than the other oaks and plants about it are the climate, soil, moisture and sunshine that furnish the conditions for its growth and the animals which feed upon its leaves and acorns. The circulation of sap in the fibers is a physical process, the changes in the sap of the leaf are chemical; the nourishment it receives from earth, air and water are mineral. The whole life history of the tree, its adaptation to environment and its close and vital dependence upon other sciences which encircle it and determine the process within it are but meagerly explained in school texts. The science of botany deals usually with external forms and relationships between different plants in a system. The life-history of an oak, through its centuries of growth, fruit-bearing and decay, is really a closely mingled study of minerals, physical and chemical processes and atmospheric and climatic conditions, all contributing to the normal growth of a plant organism. Here is not one science, but all sciences in such intimate relation that no clear line of distinction can be drawn between them. The most interesting and instructive thing in botany is not so much the formal classification of specimens as the growth and adaptation of single plants and of large classes to the whole realm of nature in which they live. In animal life the same mingling of sciences is observed. The beaver grows and thrives in the midst of an environment of trees and plants, streams, seasons and other animals, a study of which belongs to all the natural sciences.

On a still larger scale, take any of the natural sciences, like physics and geology and trace it into the natural world and it is found in scattered fragments, entering everywhere as constituent parts into the great unity in nature, dove-tailed here and there into the other sciences, by a thousand twists and turns interwoven with all the forms and forces of nature. It is doubtless well to extricate a science from its surroundings and to classify its materials and laws as is usual in science books, but to suppose that we understand botany or

chemistry by a mastery of such books is unpractical and unreal in the extreme.

In the same way it may be easily shown that as realized in the life of society, of institutions and of men, each science is fragmentary by itself and should be causally and intimately blended with the others.

A second form of concentration or correlation, and one bearing closely upon practical life is found in the use made in one study of things learned in another.

The ideas and principles learned and mastered in any one study need to be applied not only in that study but in all other studies, else they will not become incorporated into the practice of life and become habitual.

In language lessons, for example, we emphasize certain correct forms, usages, and principles in written and spoken language. It may be a discussion and drill upon regular verbs or pronouns. The children may understand the principle or requirement and with a little illustrative practice they may apply the thing learned to sentences. But it will not do to stop there. In the geography and science lessons, in reading and history, the children should be held to a careful application of important conclusions arrived at in the language lesson. Or suppose they are not? Suppose they are allowed in history, geography, etc., to disregard the things which they have learned in language. What is one teaching else than a succession of contradictions? We are very strict in teaching correct usage of certain forms in the language lesson, and in the other studies we encourage children by negligence in disregarding the very things we have just been careful to teach. What greater inconsistency can we desire than to teach children one thing one hour and the next to encourage them to disregard it. Whatever is worth learning in one study is worth practicing in all studies where it naturally comes up.

If we insist upon clearness of thought and expression in reading lessons, it will pay well to require clear and expressive reading in grammar, geography, history, etc. If we require a round, vertical script in writing lessons till ability is developed, then let us require the same excellence in composition exercises, in example work, in board exercises and in all

cases where writing is required. In this way a genuine and permanent habit of clear and correct written work can be arrived at and in no other way. In view of the principle of consistency just stated and illustrated, we may say that one study, in its recitations, furnishes opportunity to emphasize and bring out with great clearness certain ideas peculiar to that subject. They are illustrated and applied till the rule and its applications are sufficiently clear in theory at least. The other studies of the school course furnish just the necessary opportunity to apply still further this rule or principle, or form of expression till it is really converted into habit and becomes established in the regular usage of life.

How close and practical, then, is this relationship of studies to each other! Each study bears a double relation to all other studies. It brings out and sets into prominence certain ideas peculiar to itself, yet necessary to the whole of education; on the other hand, it supplies a field of application to all other studies. We shall never have real efficiency in school work till this principle is recognized and regularly applied in all directions.

Teachers are wont to excuse themselves on the ground that they must concentrate effort and teach one thing at a time, leaving other things to their proper sphere. But the moment we lay upon school studies the requirements of real life and of character, this excuse must vanish. In all the phases of real life we must learn to do more than one thing at a time and to keep our wits about us in the doing. The final test of all knowledge is its application, its influence upon conduct and life. If it never reaches this stage, it is inefficient and abortive.

The ability to use knowledge is the final test of its mastery. One of the strongest points in Herbartian pedagogy is the emphasis laid upon the step of application, that is, the working over of knowledge into the ordinary use and habit of life. This applies also to moral education through instruction. One of the fundamental ideas of Herbart was to apply the moral ideas gained through instruction, by means of the discipline and personal influence of the teacher, to the conduct of the schoolroom, the play-ground and the home. Many people have supposed that Herbart's moral education through instruction was purely theoretical. The fact is that

a whole half of Herbart's system of pedagogy is devoted to the means and methods of applying moral ideas to life and conduct. This is to be accomplished through the discipline and management and personal character and influence of the teacher, in the midst of the social life and environment of the school.

IV—OKLAHOMA.

JESSE W. BONNELL.



On March 27, 1889, by proclamation of the president, a tract of two million acres was opened for settlement in the heart of Indian Territory. No one was allowed to enter this tract and take up land until twelve o'clock, noon, April 22, when, at the blast of a bugle, the border was crossed by more than fifty

thousand impatient prospectors and home-seekers.

This tract, originally known as Oklahoma, was the origin of Oklahoma territory. Its boundaries, as first constituted, were as follows: north, the south line of the Cherokee strip ($36^{\circ} 10' N.$ Lat.); east, the Indian meridian ($97^{\circ} 15' W.$ Lon. from Greenwich); south, the South Canadian river; west, the range line between ranges 8 and 9 west of the Indian meridian ($98^{\circ} 6' W.$ Lon.)

By act of May 2, 1890 the whole western part of Indian territory was included, together with the tract known as the public land strip.

The Cherokee strip was not opened for settlement until twelve o'clock noon, September 16, 1893. This great tract of land bordering on the Kansas line from the 96th meridian 180 miles west, and 58 miles in breadth, had, in 1824, been given to the Cherokee Indians as a hunting outlet from their home reservation in the eastern part of the territory to the

hunting grounds of the Rocky Mountains. There are over 6,000,000 acres in this tract, but the Government considered this country a part of the Great American Desert, and, consequently, worthless, so it readily gave the Cherokees the right to use the land for hunting purposes forever. In 1832 Washington Irving visited this tract of land, and describes a buffalo hunt there in his book entitled, "A Tour on the Prairies." He depicted in glowing terms the beauty of the country and predicted for it a glorious future. In the treaty of 1832 the tract is designated as the Cherokee outlet and it later became known as the Cherokee land strip from its shape.

The greatest length of the territory of Oklahoma is across the northern boundary, a distance of 385 miles. The greatest width along the 98th meridian is 210 miles. The area of the territory is 39,450 square miles.

The northern part of the territory is a level plain; the southern part is broken by the Wichita mountains. The elevation at Kingfisher is 950 feet, at Fort Sill (U. S. Signal office) 1,190 feet. The agricultural lands of the territory are mainly east of the 98½ meridian. West of this line is the stock country, containing many fertile valleys, where crops can be grown during seasons of sufficient rainfall. The country is especially adapted to agriculture, horticulture and stock-raising. Manufacturing is in its infancy, but nearly every city has its flouring and planing mills.

The extent of the mineral resources of the territory are as yet unknown, the country being barely five years old. Coal, however, has been found at various places, and also some iron ore, but no mines have yet been opened. There are exhaustless deposits of salt and gypsum.

The population of Oklahoma in 1890 was 61,834; in 1892, 133,100; in 1893, after the opening of the Cherokee Strip, 251,213.

The population of Guthrie, the capital, according to the returns of the census of 1890, was 2,788; of Oklahoma City, 4,151. The present population of Guthrie is estimated at 9,000; the population of Oklahoma City is estimated at from 7,500 to 10,000. The other principal towns, in order of their population are El Reno, Kingfisher, Norman, Edmond,

Stillwater, Perry, Enid, Medford, Tecumseh, Chandler, Cross, Perkins and Pawnee.

There are at present but two trunk lines of railroad in Oklahoma. Through the eastern portion of the territory runs the Arkansas City branch of the Atchison, Topeka & Santa Fe R. R. On this line are located Perry, Guthrie, Oklahoma City and Norman. Through the central part runs the Chicago, Rock Island & Pacific R. R. On this line are situated Enid, Kingfisher and El Reno. Across the western end of the Cherokee Strip runs the Southern Kansas division of the Atchison, Topeka & Santa Fe R. R. Alva and Woodward are the principal towns on this line. From El Reno to a point about twenty-five miles east of Oklahoma City runs the Choctaw Short line, operated by the Choctaw Coal Co.

When Oklahoma was first organized, in 1889, the settlers found themselves without schools and without school laws, but they raised a fund by private subscription to build school houses, and thus they had schools the first winter. Congress at once appropriated \$50,000 for the use and benefit of the public schools of Oklahoma, which greatly aided the efforts of the people, and schools have been maintained in nearly every district since. The settlers of the Cherokee Strip are having the same difficulties to overcome. This state of affairs cannot last long, for with the increased funds derived from leasing the school lands, and with the increase of taxable property, the financial condition of the schools will soon be improved.

Section 2 of Article 3 of the school law provides for the purchase of the text books for use in the public schools by the Territorial Board of Education. This part of the law has not been carried out for lack of means.

By an act of the territorial legislature, a Territorial University was located at Norman, a Territorial Normal School at Edmond, and the Agricultural and Mechanical College at Stillwater. Every thirteenth section of the Cherokee Strip is reserved for these three colleges.

In 1892, the school population was 32,716; the number of pupils enrolled in the public schools, 10,005; the number of teachers, 412; the number of school buildings, 222; the num-

ber of school districts sustaining schools, 374; number of school districts not sustaining schools, 129.

The first settlement in the territory was made in what is now Oklahoma City, at twelve o'clock, noon, April 22nd, 1889, and during that afternoon nearly every quarter section in the territory was occupied.

Guthrie, the capital, was also settled on April 22, and was named after Judge Guthrie, of Topeka, Kansas, by the A. T. & S. F. R. R., which had a station there before the opening of the territory.

The people of Oklahoma, through their delegates in Congress, petitioned the last Congress for admission to the Union, but the Bill failed to pass. It is likely that Oklahoma will continue her petition to Congress until she secures admission.

The governor of Oklahoma, in his last report, suggests that the five nations of Indians of the Indian Territory be included in any new state that may be formed. The portions of the Indian territory not yet opened for settlement are very wild and the Indians see only the worst side of civilization, and their progress will be very slow until they come in closer contact with the white man. *The five nations are the Cherokees, Chickasaws, Choctaws, Creeks and Seminoles. The people of Oklahoma especially hope that the Chickasaw reservation may be attached to Oklahoma before its admission as a state. This reservation, which lies to the south-east of the Territory between the Red and Canadian rivers, is a rich and beautiful country. Oklahoma has a bright future before her, and I predict that the two territories will be admitted as a single state at no distant date. The rapid development of this country is wonderful. Thousands of its population are from among the best blood and brain of central states.

Oklahoma is a Choctaw word signifying "red town, red people, red region, etc.;" from *okla*, "city, town, tribe, settlement, etc.;" and *homa*, *humma* or *umma*, "red."

The territory is popularly termed the "home-land."

The motto on the territorial seal is *Labor omnia vincit*, "Labor conquers everything."

*Last year there was published from the Census office an elegant monograph, "The Five Civilized Tribes in Indian Territory," which I think may be had upon application to the Census office, if the supply is not exhausted.

PRIMARY DEPARTMENT.

Edited by MRS. SARAH E. TARNEY-CAMPBELL, Supervisor of Instruction in the
Anderson Schools.

DIRECTION AND SUGGESTION.

We too often assume that the business of the teacher is to tell what to do and frequently the ability of the child is not taken into account as modifying this demand. If there is ever a time and place where a teacher's suggestions, direct, positive assistance are needed it is in the line of constructive language work, not merely in suggesting the language side, but helping to bring out the relation of ideas as determining this expression.

Let us take a particular instance: A third grade teacher had read to the children an account of salt from Aunt Martha's Corner Cupboard. The following day she had asked them to write the things they remembered about salt, putting it in order like a story. The work prepared was good, bad and indifferent, very little good, and as far as reading what the children had written was concerned the teacher felt that it would be of very little value. A glance over their work showed her that.

So instead, she asked the pupils to select the part that they thought should come first. As the first step, several pupils read from their slates what they had written as the first thing in their story. These were compared and contrasted; some words were added because of ideas they thought should be included. One child said "People are let down by the rope." They decided (of course by the help of the teacher) that as this was the first time the rope was mentioned it would be better to say *a* rope instead of *the* rope.

In a later sentence in referring to this mode of letting people down they said *the* rope and saw that in this case it was right to say *the* as the rope was previously mentioned. In a similar way they combined two ideas in such a way that it brought a complex sentence as the expression. At another time, what some children had considered an entirely unrelated idea was found to work in with another idea in fact it seemed to belong to this other and was brought out in the form of a phrase.

After each sentence was decided upon the teacher wrote it upon the board the pupils telling rapidly just where to capitalize and punctuate and spelling for her the more difficult words.

This is one way of taking up the language work. This assumes that the pupils have something to tell. It also assumes that they need not only direction on what to write but suggestions and positive help in seeing the relation of ideas in the thing written about and the adequate expression for these ideas.

While these ideas are shown in connection with a language exercise the fact is that frequent help and suggestions on other phases of work should be kept in mind. Proper suggestion is as necessary as proper direction.

LANGUAGE WORK—WHAT TO WRITE ABOUT.

In the following discussion as to the kind of objects to be treated in the language work, it must be understood that grammar is not meant at all. It is the composition line, the constructive phase. This phase of the language (composition writing) should be begun at the first of the course and continued to the end.

There are three different views to be taken of this work. One is shown in some of our language books. They assume that the great end to be reached by the language work in the first half of the grades is a knowledge of the rules of punctuation and capitalization and the ability of pupils to write "telling," "asking," "exclaiming," and "commanding" sentences. It doesn't matter at all what is told, asked about, exclaimed or commanded. If a sentence is properly capitalized, punctuated and grammatically correct all the requirements of good language work are met.

Then there is this notion that has an added element over that just mentioned. It is this, that pupils should know how to capitalize and punctuate and at the same time be working in such a way in constructing language as to gain more power of discrimination and greater skill in using language to express the different ideas and shades of meaning they see.

This also assumes that the real thought in the sentence the child makes, need not be of any particular value. The great thing to be watched is that the pupil make accurate discriminations in the subject under consideration and express these well, but as to the thought itself, that is a very minor point.

Here is a good illustration of this. A teacher was standing by her table, she held out her hand, lifted a vase, walked across the room, set the vase on the window, dropped her hand, walked back to the table and stood still. The teacher spent several days upon this action, being sure the children observed very carefully the next thing and the next thing and the next thing she did. She was just as careful then that they told her exactly the things they saw done. There is no doubt but that this kind of work does lead the child to close and careful observation and the accurate use of language as standing for the things seen.

There is still another idea concerning this constructive language work which children should do. It believes that children should learn how to capitalize and punctuate, not at first by definitions, but by actual work in writing. It believes (as is also true of the other two views) that the child should form habits of accurate discriminations and then ability to use accurate and appropriate language to set forth these ideas. Thus far it agrees fully with the second view. But it embodies one other distinctive idea and this other idea becomes a very prominent feature of the language work. It is this, the thought expressed by the language which the child creates should be worth the telling. The sun may shine, that is something true, but the fact is so universally known by all the children that the telling of it is not necessary to impress itself upon them. "I see a house," "I see a book," "I see my pencil," "My book has pictures," are just as valueless. But "The cat has cushions on its paws," "It can put its claws out and draw them back," "It has pointed ears," "Its whiskers are as wide across as its head," etc., are sentences that embody just as fully the ideas of punctuation and capitalization as the first, and as to the discrimination required to determine the thought, it is certainly cultivated just as fully here as in the act of the

teacher spoken about under the second view. The other point still remains, that as to the value of the thought set forth by each of the sentences, "I see my pencil," "My book has pictures," and "There are flowers on the table," there is absolutely nothing worth the telling, and insignificant indeed compared with the world of fact the child should really know; the world of fact for which he is better because of the knowing.

Let us for a few moments look at another point and one that seems almost separate from the subject in hand. It is this, there is a whole world of truth and beauty all around the child. There is the beauty of nature, of literature, of fairy tale and of history. If there is ever a phase of one's life when he is open to these influences it is in childhood and early youth. More than this, much of one's after life is colored by this period. Much of it is made fuller and richer by the child's having long before acquired a love for nature, art and history. These materials are of the greatest variety and abundance. Why shut our eyes and hearts to this rich field and persistently cling to language work barren of this great element?

There is also no use trying to deny this other fact that a knowledge of hard, substantial truths, things which have actually existed or exist now,—should constitute a part of one's mental furniture. There are some things one should *know* as well some things one should be able to *do*. And although many of the valuable facts brought before the children are forgotten, yet when met afterward they usually come as half remembered friends and bring something of their former meaning if not all of it.

The educational world has reached already two extremes in its notions of teaching. Chas. Dickens illustrates one in Mr. Gradgrind, where pure, hard, unvarnished facts formed the only things worth knowing and through him he shows one system of education, one kind of teachers. The other extreme is easily seen. Facts are nothing in themselves: the only thing worth acquiring is mental power, skill, alertness, keenness of intellect. It makes little or no difference on what fact the mind is whetted. The one thing to be thought of is that it is brought to a keen edge. The only

reason for taking the different subjects is that the completest power may result to the child. This power will solve nearly all questions that present themselves. If he has developed a strong discernment he will always discriminate carefully and accurately in everything brought before him. If his reason is well developed, every question that presents itself will be carefully weighed. (The process doesn't insure that in every case the final judgment will be infallible, however.)

The point half way between these needs very little comment. Arithmetic has a value apart from the mental power it furnishes. There are some principles of number that are eternally true and a knowledge of these particular ideas should be obtained. Many business transactions are used to illustrate these principles, and these business ideas should be made a part of the child's life before he enters the real world of active business life. We should certainly count it poor arithmetic work that did not try to make the pupil's knowledge of the multiplication table automatic. It isn't enough to know how to count up and find how much five times five are but the association of five times five with twenty-five should be so strong that immediately the result can be given.

So in geography, the pupil may know how to find the latitude and longitude of any place; he may be able to infer as to the plant and animal life when the surface and climate are given. But he should also know as soon as his attention is called to it, what are the productions of the different sections of the United States; that wheat is a great output of Russia and Australia; that England is wholly separated from the continent and so on.

Now let us see what kind of subjects are at hand from which to choose material for composition work, in order to have subjects that embody some permanent valuable thought. The following scheme may be suggested.

1. Nature.—Geography, physiology, botany, physics, etc.
2. Man—

Historical.—Biography, events, present conventional forms of society, invitations and acceptance, etc.

Æsthetic.—Literature, myth, legend, fairy tale, and novels, poems, etc. Pictures, architecture, etc.

This scheme of subjects is only suggestive, and of course it

is clearly seen that it includes exactly the same ground covered by the regular subjects of the course. But it is sometimes helpful to take another view of the same ground. A pupil should be able to tell all about a country, a bone, a flower or an animal. His language work should include practice in setting forth these ideas. And some place in the course, he should have an opportunity to create his own expression for an historical event, a biography, the idea of a myth, or fairy tale, novel, or poem.

Under *historical*, Thanksgiving Day or Christmas may be treated; William Penn or Abraham Lincoln; a letter applying for a position, an invitation or acceptance of either; the reproduction of the Golden Touch, the impression left from reading the Rainy Day or Lady of the Lake. It may be a third or fourth grade teacher has read to her pupils, Little Lord Fauntleroy and the childish notions gathered from this valuable story are made the subject for little compositions. Or it may be the front of a building is looked at carefully and described, or a picture *with an idea* may form the basis of a story.

Then, too, children do not need to be very far advanced in writing before attempting to tell things in a pleasing way. Of course, they will not do this at first, neither will they attempt it for a long time unless they are aided. That means that the teacher should help the class to see the attractive features, the beautiful phases, and then suggest words and expressions that will best express them. The teacher must above all things be able to write such a composition as she wishes her pupils to write and then direct and suggest instead of starting them to work and keeping them at it blindly.

In the following number of the JOURNAL, the nature of this work will be shown more definitely.

Teachers should ever be students. No teacher can succeed who is content to remain in a state of rest, or who stops to ask the cost of his labor or what will be his reward. The world owes nothing to its contented men and women. Contentment means decline. The only way to do well is to strive to do better. This law of growth through striving is as universal in its application as the law of gravitation. A teacher without an ideal—an ever movable ideal—is intellectually, if not morally, dead.—*Patrick's Pedagogics.*

DEPARTMENT OF PEDAGOGY.

(Conducted by ARNOLD TOMPKINS, Chair of Pedagogy, University of Illinois, a Champaign.)

"THE VISION OF THE INVISIBLE, OR SEEING WITHOUT EYES."

The foregoing is the theme of Dr. John's last baccalaureate sermon delivered June 10th, 1895. The sermon presented in an eloquent manner, the complete circle of intellectual life. The reader may be familiar with the circle in different language, as, sense-perception, judgment and reason; instead of sense-perception, reason and faith. But the truth presented is the same and so vital to the teacher as to warrant a careful study of the following, which are the introductory paragraphs of the sermon:

"You can open your eyes on a summer evening when the sky is both smiling and weeping at once and see a rainbow on the black clouds of the east. It is a vision of beauty worth going around the world to see. You can close your eyes by day or by night and see a vision more beautiful than the rainbow in the eastern sky. It is the truth on which the rainbow hangs, eternal as the very Artist, who passed his brush across the clouds. A rain-drop starts from the heights toward the earth. It begins on a path of truth—God's truth, valid before the world was and valid after the world shall have ceased to be. It continues through its fall with God's thought in it. A ray of light, another thought of God, strikes athwart the drop in mid-air, it enters invisible; it is torn into a million of threads of matchless hues, and before the drop has reached the earth, it has served to mirror the eternal truth of God upon the angry sky. It is more beautiful to the soul that a rainbow can be, than to the eye that it actually is.

"Open your eyes and you behold the lily, a vision of beauty on which God must delight to look. Close your eyes and you see something beyond, more beautiful than the grace of its form or the purity of its bloom. You can close your eyes and see the truth of God marshalling the atoms of the lily in line, as with unerring precision and unfailing certainty they take their appointed places in the petal's curve of beauty.

"More beautiful than the rose is the truth that makes roses

possible. More beautiful than the song is the truth which mounts the crest and descends the sinus of every wave as it bears the song to your delighted ears.

"Open your eyes, unstop your ears, put forth your hands, and lo, a world of sense, full of charms and freighted with delights! Close your eyes, seal your ears, withdraw your touch, and lo, a world of truth, invisible to sense, but full of lovelier charms and freighted with richer delights! The sight of truth with the eye of reason is more beautiful than the rainbow. The sight of truth with the eye of imagination is more beautiful than the lily. The sight of truth with the eye of memory is more beautiful than song.

"But there are visions yet more beautiful. You can open the eyes of your intellect and see the truth of God, a sight unmatched by springs of water or hillsides of green or flowers or trees or mountain peaks or sea or sky; a vision worth all the cost of human life to see, with its pains, its toils, its tears, its sacrifices, its deaths; for the sight of truth is a glimpse of destiny. But you can close the eyes of your intellect and see a vision (shall I say it?) more beautiful than truth itself; a picture more beautiful than memory ever painted, or reason ever gazed upon, or imagination ever glimpsed. It is a vision of the Invisible. It is a sight of the Thinker. It is a glimpse of God.

"More beautiful than the picture is the thought of the artist; more beautiful than his thought is the invisible essence itself which thinks.

"How do we see the picture, or the lily or the rainbow? With the eye of sense. How do we see the truth of which the rainbow, the lily and the picture are the mirror? With the eye of reason. How do we see the invisible essence which is behind all rainbows and lilies and pictures, and still behind the truth on which they all rest? That is a vision seen without eyes by the direct and immediate gaze of faith.

"Reason sees beyond sense. Faith sees beyond both sense and reason. If the sight of reason is real as that of sense, so is the vision of faith as real as that of reason, and the invisible itself as real as the visible. The vision of sense is mediate, through a physical organ and by a process of steps. The vision of reason is also mediate, through a process of steps

but without the organ of sense. The vision of faith is direct, immediate. It needs no organ of sense, no process of steps. It sweeps down upon the truth from above; it does not need, like reason, to climb to it from below. It reaches its destination by a straight line; it does not need, like reason, to tack right and left to catch the favoring gale. There is no veil between faith and the face of God. The eagle looks undaunted at the sun; reason looks undaunted at the uncreated splendors of truth, faith looks undaunted at the source of truth—the truth behind the truth. It touches its face against the essences that think and gazes unhurt into the very face of God. Sense grasps the truth of sense. Reason does the same, but stops not there: it grasps the invisible truth of reason. Faith does all this, and more: it grasps the truth of truth. Sense is limited to the world of matter; reason is limited to the world of thought; faith is universal and unlimited in its scope. Like reason, it begins with sense, but it does not end there. It continues through reason, but it stops not with its boundaries. For long after the eye of sense closes at the coming of truth, and long after the eye of reason closes to the on-coming glory of the invisible, faith is gazing without eyes upon the matchless sight.

“Faith sees, but it sees without eyes. Yea that is faith: seeing without eyes, hearing without ears, and touching without fingers. It is the direct and unveiled gaze of the soul on truth and on the essence behind the truth. Faith is seeing the invisible, hearing the inaudible, and touching the intangible. It is the immediate contact of the soul with God, with all essences, and with all truth. Faith is divine sight and divine insight. It is an instinct of the soul moved and moving by the impulse of God. It is pre-eminently that function in men that makes them partakers of the divine nature.”

HEART EDUCATION.

Dr. Stanley Hall utters the following beautiful words on this topic:

“The value of your teaching is not the information you have put into the mind, but the interest you have awakened.

If the heart is trained the rest grows out of it. Interest the heart, the emotions, for they are the fundamental facts. The mind is evolved out of heartiness. People do not have mind worth thinking of unless they have capacity for sensitiveness. The characters of great men prove this whether in picture or in prose. We are always coming up against the great fact that it is enthusiasm that governs the world. We have not realized the educational possibility of it. Of all things in the world, love is the most educable. the most plastic, it can entwine itself about the lowest and most indecent thing in the world and spend its energies there, or climb the heavenly ladder, as Plato said, and identify itself with all that is most worthy, most precious, and most lovely."

Longfellow has said;—

"It is the heart and not the brain,
That to the highest doth attain."

And Plutarch expresses it thus:—

"The soul is not a vase to be filled, but is rather a hearth which is to be made to glow."

LEND A HAND.

(This department is conducted by Mrs. E. E. Olcott.)

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

HOWARD'S TEACHER.

II.

On the following Monday morning the pupils filed into the different rooms, most of them beginning work with new teachers.

Howard Fay and Homer Grant were bosom friends and for several years had been desk-mates. A commendable spirit of emulation made each the better for the other's influence, and the friendship had been encouraged. They selected a desk and Howard unstrapped his books to show Homer a new pencil.

"I always assign seats as it seems best," said Miss Thomas pleasantly, "strap your books again, Howard." Among the

changes that "seemed best" was seating studious, reliable Howard with indolent but easily influenced Guy Mann and sending near-sighted Joe Linton to sit close to the blackboard with Homer.

"See how quickly you can solve these problems," commanded Miss Thomas, writing one on the blackboard.

"What is it, Howard?"

"If you please, may I go back to Homer's desk—"

"No, I have told you that I assign desks. Sit down and solve these problems," she replied decidedly, turning to write a second one.

Howard sat down promptly and folded his arms.

A few seconds later Miss Thomas asked sharply, "Why aren't you at work?"

"I have no pencil."

"Where is it?"

"At Homer's desk."

"Why didn't you ask for it?"

"I did begin to, but you told me to sit down."

"You should have asked for your *pencil*, and not to go back to Homer's desk. Get it at once and go to work."

At noon Howard confided to his mother, "I don't like her! She is cross and she *is* a bossy Tom-cat just as the boys said!"

"I am very sorry, Howard, but I hope you will

'Do your best, your very best,
And do it every day'

just as you used to and just as you promised me, though it seems very hard just now. Miss Thomas is an excellent teacher and I am sure you will like her better after awhile if you do your part. Come, see what a surprise I have for you"

And the wise mother diplomatically turned his thoughts into another channel.

One November day, Howard came home elated, saying proudly:

"There was company to-day, Mamma and Prof. Steele asked us every kind of hard question, and he couldn't stump us at all. The visitor professor said we did fine, best he ever saw, and that Miss Thomas ought to feel proud of us."

"You did so well because Miss Thomas has taught you so thoroughly. You like her better now, don't you?"

"Ye-es, I like her real well, *most* of the time. But she doesn't care for any thing but having good lessons. Miss Guernsey always wanted us to have a good time, too. Now why won't Miss Thomas let me and Homer sit together! He asked her real polite yesterday, if we might, and she said. 'I don't need any help about seating pupils!' It made him so mad. If Miss Guernsey thought we would like to sit together, most likely she would have just told us we might change seats if we wanted to."

The week before Christmas was at hand. Holiday plans would entangle themselves with lessons. Miss Thomas was uncompromising,

One afternoon, she said emphatically, "Any pupil who comes in the morning without this nightwork, must stay after school to-morrow and write out the reason and hand it to the principal."

When Howard reached home, his mother met him with pleasant news: "Uncle James is on his way home from California. He has to wait an hour for a train to-morrow at Blankville. You and papa are to go on the three o'clock train and spend that hour there with him. Papa said if you were at the office by five o'clock this afternoon, you might go with him to buy a present for uncle."

Howard seized his cap to start, but dropped it regretfully. "Guess I'd better get that night work right now. Miss Thomas is so awful particular about it." When it was finished, he rushed off leaving his books scattered about. Next morning, he found them nicely strapped ready for school.

But at school, he made an unpleasant discovery!

"Your night work, Howard?" said Miss Thomas.

"It's at home, Mamma didn't put the tablet with my books," he replied, looking as uncomfortable as he felt.

"Why didn't you attend to your books yourself,? Bring it at noon without fail."

"Where's my night-work tablet Mamma?" were Howard's first words at dinner time.

"Why, I sent it to you by that Tryon boy. I noticed it after you had gone and saw him passing by. Didn't he give it to you?"

"No he didn't! He's a dinner pupil, too, and I'll have to ask Miss Thomas to let me go to his room for it."

"Remember the train leaves at three sharp," said Mr. Fay.

"Please write Miss Thomas a note, Papa, so she will be sure to let me off in time."

"Miss Thomas, Mamma sent my night work to school this morning by Ed Tryon, may I go to his room for it?"

"I very much dislike for my pupils to go to other rooms during recitation hours. Get it at recess," was the reply.

At recess, Howard learned that Ed Tryon had gone home with a headache at eleven o'clock, and he returned to Miss Thomas a picture of distress.

"Ed Tryon's gone home—sick—this morning—" he stammered, "and—and, here's a note from Papa."

It read simply:

MISS THOMAS:—Please excuse my son at 2:30.

Respectfully,

H. B. FAY.

Miss Thomas looked at Howard critically. "It is a strange coincidence for you to have this note just when your night work is missing. Two other pupils must stay after school for not having that work. Since you have this note, I'll excuse you just as soon as you do that night work. You may begin it at once."

"But—Miss Thomas, please—"

"I have no time to discuss the matter. That is the best I can do for you."

Howard gave a despairing glance out of the window, and then ran from the room, down stairs and boarded the last street car that would take him to the depot in time for the train, leaving his teacher speechless with surprise and anger.

Dear reader, what do you think a *just* settlement of such a "case?" Not how would you prevent it, but what would be justice to all concerned in it?

DESK WORK.—A MERRY CHRISTMAS.

A primary teacher wished to have some "red letter" mark for the day before holidays. She had little time and less money to spare, but she invested in some heavy tinted writ-

ing paper and a ball of pink cord. She cut the cord into pieces and the paper into rhomboidal slips. She wrote three words on a piece of card board, then cut through them carefully with a pen knife forming a stencil. *Reversing* the stencil she quickly traced the words upon each slip, and cut a small slit in the upper left hand corner.

On the last afternoon before holiday vacation, she gave each child a piece of the cord, a pin, and one of the slips of paper.

"Who can read the words on the paper? Nobody?" with affected surprise. "You have written them ever so many times lately! I'll tell you a secret, if you should hold the slip before a mirror, you could read the words in a minute. Here is another secret, if you will perforate the words with the pin, following the lines evenly and neatly, then you can read them."

Soon the absorption and silence were so intense, that a little mouse, sure school was dismissed, crept out for his usual crumbs, and nobody saw him.

When the last perforation was made, the question, "Can you read it now?" was answered by a unanimous negative. "Turn the slip over," the teacher suggested. A flood of light broke over the puzzled faces, and "A Merry Christmas" involuntarily burst from their lips, for the perforated words stood out in bold relief on the paper. A loop of the pink cord was slipped through the slit in the corner and the Christmas cards were finished.

A GEOGRAPHY GAME.

The following game may be played by any class advanced enough to locate places on maps.

First, at their desks, the pupils write alphabetic lists of places and study them and their general location.

Then comes a crisp recitation from memory. The first pupil uses some name beginning with *a* or with *b*, as, "I am going to the Adriatic, a sea in southern Europe," or "I am going to Brazil, a country in South America." The third pupil may choose either *b* or *c*, saying, "I am going to Blanco, a cape on the western coast of Africa," or "I am going to Cey-

lon, an island off the coast of Hindostan." If the second pupil began with a, then the third pupil must give a name beginning with a or b, not c.

There is no limit to the number of names beginning with a certain letter, provided they are given successively. Thus three pupils may go to the Thames, Tripoli or Tokio, (locating each.)

Sides may be chosen as in a spelling match, or pupils missing may be "turned down;" or the class may stand in one part of the room, and those who miss twice go to their seats. Any plan which shows those who are perfect and awakens a lively interest will answer.

No place must be named twice during a recitation; hence, in making their lists the pupils would better write several names for each letter.

WRITING NUMBER FOUR WAYS.

Pupils may be told to write numbers four ways, and their work be similar to the following. X in the illustration represents any object the pupil may choose to picture.

		X	XX
X	XX	XX	XX
1	2	3	4
one	two	three	four
I	II	III	IV

Each pupil may be permitted to choose his own picture, making scissors, cups or hats, etc., as he fancies.

CHARLES DEGARMO says:—"Every line of study should have its bearing on conduct. Literature and history of the best class uplift greatly, but they do not exhaust the list. All studies that help to make the human being efficient, just, fair-minded and generous must have a place in the list. Geography may be made one of the most moral studies. The pupil must be aided to adjust himself to the civilization in which he is born. Co-operation and reciprocity are seen more than ever to be at the basis of human progress. These must be revealed to the pupil in the daily conduct of the school as foundation elements in human character."

A CHRISTMAS ENTERTAINMENT.

A CONQUEST OF SANTA CLAUS.

BY CAROLINE A. CREVEY AND MARGARET E. SANGSTER.

CHARACTERS.

Santa Claus.
Mrs. Santa Claus.
Bertha } *their children.*
Fritz }
Mail-carrier.
Reindeer-boy.
Messenger-boy.
Jack Frost.
Telegraph-boy.

Elves of the Woods (four or two).
Fairies (the Queen and three others).
Miss Aurora Borealis (a young lady).
Christmas-tree Sprites (four or two).
Knights of the Snow-plough (four).
Delegation from the School (four or two).
Delegation from the Mission School (four or two).

This little play is designed for use among children in day-schools or Sunday-schools.

The dress of the different characters may be simply and inexpensively made from cheese-cloth (price six or seven cents a yard), cambric (seven cents a yard), gold and silver paper and tinsel. Let the children be well clothed in flannel under these thin materials, to avoid taking cold.

With the exception of Santa Claus, Mrs. Santa Claus, the Mail-carrier, and Miss Aurora Borealis, the parts may all be taken by children from eight to twelve or fourteen years of age.

SCENE.—The home of Santa Claus in the far North. Santa Claus in smoking-cap, dressing-gown, and slippers, smoking a meerschaum (empty) pipe, is seated in an easy-chair beside a table. Behind the table is supposed to be a fire in a fireplace. On the table is a lamp with shade, books and papers, and a plate of apples. Mrs. Santa Claus sits on the other side of the table knitting. She is a placid, pleasant woman, plainly dressed, with cap on her head, like a German housewife. She and Santa Claus are quite stout. Santa Claus reads a paper and smokes. Two children, Fritz (eight years old) and Bertha (ten years old), are seated on the floor, building a house of blocks. They should be dressed plainly, in every-day costume—Bertha with an apron and Dutch cap of gray flannel. (The cap is like a small night-cap without strings.) The two children are in the foreground.

TIME.—Afternoon of the day before Christmas. Being so far North, it is quite dark outside, and the lamp is lighted.

Bertha. I'm tired playing with blocks; and all the other playthings are worn out. You know we get only the broken toys that papa has left over every year. But they are sometimes pretty good. What do you hope we shall get this year, Fritz?

Fritz. I want a Noah's ark, and a climbing monkey, and a twain of cars, and a tin cart, and—

Bertha. Well you won't get all that; you know you won't. I think you're a greedy boy. Now all I want is a French doll that says "papa" and "mamma," a doll-carriage, a set of furniture for my doll, and jewelry, and a fan, and a parasol, and—

Mrs. Santa Claus. If Fritz is a greedy boy, Bertha Liebchen, what do you call yourself? You won't get any French dolls, for your papa is very careful of them. He has special orders for these nice toys, and

he puts them in a separate bag, so as not to get them broken. You have only the left-over things.

Santa Claus (turning towards the children, and speaking gruffly) You gets nodings at all dis year. I don't go no more. Dey will have deir Christmas mitout me dis times, and you, mein Kinder, you don't get nodings, no damaged Noah's arks, nor no talking dollies.

Bertha and Fritz. Oh, papa!

Fritz (begins to cry). I wants my Noah's ark, and a woolly dog, and a lamb, and a squeaking kitty, and—

Santa Claus. You shoost stop dis howlings. I said I vas not goings, and dere's an end of it. Vat I says I means.

Bertha (comforting Fritz, and wiping his tears away). 'Sh-h! Don't cry, dear. We will have fun some other way. Papa gets angry if we cry. Leave him to mamma. (In a lower tone of voice.) If she can't manage him nobody can.

Mrs. Santa Claus (to her husband, in a soothing tone of voice). Why are you not going, dear?

Santa Claus (testily). Vell, I have rheumatics in my knees, and I ain't so strong as I used to vas, and dey shoost got to have a younger man, dot can climb up and down deir chimneys friskier than me.

Mrs. Santa Claus. True, my love. You are getting rather old. And your work is not easy.

Santa Claus. Dot is drue, dot is drue. I don't know how many hundred years I bin in dis bizness. De bizness gets harder all de time. De big houses has furnace and steam heat, and dey expect me to hunt after deir chimneys just like I used to do. De open fireplaces ain't so many no more. And dose folks vat lives in flats, how shall dey suppose I can find dem, and take my time hunting up deir chimneys? Und I got so stout de small chimneys scratch my clothes, and I come home so tired. I don't get rested all de year round. Den all dose Sunday-schools. Dey send for me, and vants me to trot out de rein-deers, and stay von while, and shake hands all round. It takes my time too much. I'm tired. I don't go no more.

Mrs. Santa Claus. Is there any one to take your place? You are so fond of children, you would hate to disappoint the dear little things.

Santa Claus. I don't know about dat. Perhaps I don't love 'em so much no more. Don't bodder me. De liddle children vill look for me in vain.

[Puffs at his pipe violently, and reads. A knock at the door is heard.

Santa Claus. Who is das? Come in.

Enter a Mail-carrier, with a bag dragging behind him filled with letters. Lifting his cap in greeting, the Mail-carrier opens his bag, and pours a heap of letters on the table.

Mail-carrier. Good-evening, sir. It's pretty frosty outside. (Warmes his hands by the fire.) I suppose you'll be starting soon on your journey to the South.

Santa Claus. No, I don't go dis year. I has de rheumatics very bad. I am not young like I vas once. No. Dis fire and de company of my

Frau (waving his hand courteously towards his wife) are good enough for me.

Mail-carrier. What's that you say, sir? You are not going this year?

Santa Claus. Dat's vot I says.

Mrs. Santa Clans. He feels quite worn out, poor fellow. I am sure he is not to be blamed. Let us see what these letters say. Here, Bertha, come and read some of them. My eyes are a little dim.

[Bertha rises and goes to the table, breaks open several letters, and reads.

Bertha. This is from the head of the firm of toy manufacturers, Nuremburg:

"DEAR SANTA CLAUS:—We have had an *unusually busy* season, and have finished an *immense* number of the *finest* toys. Many are new and *most ingenious* in construction. Our mechanical toys we are sure you will like. The brass band, the hand-organ, and monkey play real tunes, making the proper motions, when wound up. Our Bluebeard and Puss-in-boots are said by every one to be among our finest contrivances. Our trains of cars and steamboats are better than we have ever turned out. In short, we have made *extraordinary* efforts to meet the demands of this approaching Christmas. We await your orders, sir, which, allow us to remind you, are later than usual.

"We are, dear sir, yours most respectfully,

"TOY-MANUFACTURERS, Nuremburg."

Fritz. Oh, papa! Bring me a hand-organ and monkey!

Santa Claus. It makes no difference. I hab served dat firm many, many years. Dey shoost depends on me. I don't make deir fortunes no more. I don't go.

Mrs. Santa Claus. Read another letter, dear?

Bertha (reads). "DEAR SANTA CLAUS:—I am a little girl in an orphan asylum. My father and mother are dead, but I have a nice home here. I always had a good time on Christmas at my other home. But here the matron says it has been hard times, and she can't afford to give us a Christmas. Now, dear Santa Claus, can't you come here just as you used to do at my old home, when my papa and mamma were alive, and bring us all just one toy? There's a fine chimney on the north side of house, and I will hang my stocking there, and get the other little orphans to hang theirs, too, all somewhere in that room. Good bye, dear Santa Claus.

Your little friend,

"STELLA STREBBINS."

P. S.—"Don't forget the address, please."

Santa Claus (musing). I knows dot Shtella Shtebbins. So her bar-ents is dead? Too bad! too bad! Vell, I'm sorry. But I don't go.

Bertha. Papa, you may take my French doll to that little girl, if—if—you will bring me something else.

Santa Claus. Don't talk. My mind is made oop; I don't shange. I sdays shoost here, py dis fire. It's bretty cold out, hey?

[To the Mail-carrier.

Mail-carrier. It's fine Christmas weather, sir. Crisp and clear. It is no colder than you have often been out in, I think.

Santa Claus. Vell, I can't stand vat I could once.

Bertha. Papa, here is a letter from Minnesota. It is from a little girl who signs herself Alice. Do listen:

"DEAR SANTA CLAUS:—I am one of those poor little children whose homes have been burned by the great forest fires. Our family all escaped—papa and mamma, the boys and me. Papa says he's glad of that, but he is so discouraged! He says it makes him crazy to hear about Christmas; he can only find bread for six hungry mouths like mine. Don't you think you could bring me the bound volumes of *Harper's Young People* to read? I haven't a single book left. And baby Tom would like a wagon, and Arthur a sled, and Fred a cap (he hasn't any, and mamma ties a handkerchief on his head), and Bert a game of some kind. The boys wouldn't think of asking you for anything, but I am a girl, and girls think of a great many things. Please come this way first, and go to the prosperous people last. They will let you just this once.

I am your little friend,

"Alice."

Santa Claus. What's dot about fire? I didn't hear nodings.

Mail-carrier. Why, didn't you read the papers? It was in September, I believe. A good many people lost their homes, and some their lives.

Santa Claus. Is dot so? No, I bin asleep, a long nap. I hab not seen about dis fire. Too bad!

[A knock at the door. Sound of sleigh-bells outside
Enter Reindeer-boy—if possible one who can sing. He is dressed for cold weather, in overcoat, cap, ear-muffler and mittens.

Reindeer-boy. Good-day, sir. Fine cold weather! The sleigh is ready. The reindeer are at the door, impatient to be off.

[Sings.

Santa Claus. You can take dose reindeers out, and put 'em in deir pasture. I got no use for 'em. I don't go dis year.

Reindeer-boy (in great astonishment). What do you say? You are not going? And won't there be any Christmas? Great Scott! You don't mean it, sir?

Santa Claus. I said I should not go, and vat I says I means.

[Reindeer-boy faces audience with hands in his pockets and gives utterance to a prolonged whistle. "Then my occupation is gone." Throws off overcoat and cap, sits on the floor, and builds Fritz a house of blocks. Bertha takes up another letter, and is about to read, when a knock is heard.

Santa Claus. Come here in.

Enter a Messenger-boy, puffing and breathing hard, as if he had been running.

Messenger-boy. Here is a letter for Santa Claus with a special-delivery stamp on it. It was brought by a special train from Paris, and I have run all the way from the station. I feared you would be gone, Santa Claus. I am in time, I see.

Santa Claus. Blenty of time, my poy. Help yourself to an apple.

Reindeer-boy. Here, give me the letter. I'll read it Bertha. From the head manufacturer of dolls, Paris. Sealed with the seal of the French Republic, M. Casimir-Perier, President. I guess this is a letter of some importance. [Reads.]

"PARIS, December 24, 1895.

"DEAR SANTA CLAUS:—This is to inform you that our warehouses are *literally bursting* with French dolls. They are of all sizes, from one inch long to those resembling full-grown children. Many of them talk a dozen or twenty sentences. One lot recites part of the 'Lady of the Lake.' Some sing 'My Kitty is gone up a tree.' A novelty this year is *the Twins*, made exactly alike, and when their hands are joined they do the same things at the same time. They are named Castor and Pollux, and they recite in concert 'The Boy Stood on the Burning Deck.' Another novelty is a young lady playing the piano. She sits at an instrument of our own contrivance, and executes 'The Blue Danube' with perfection.

"We are quite impatiently awaiting your orders, and hope you will give our wares the preference over all other competitors.

"Au revoir.

"FROM THE HEAD OF THE GREAT WORLD-FAMOUS FIRM
OF FRENCH DOLL MANUFACTURERS."

Bertha (clasping her hands ecstatically). Oh, papa! oh, dear papa! How beautiful!

[She comes coaxingly to Santa Claus, as if she would put her arms around his neck.

Santa Claus (pushing her off). No, you don't. You can't come none of dese games over me. Dose wonderful French dolls will get left dis time. My rheumatics is too bad. I don't go no more

[Mrs. Santa Claus beckons Messenger-boy to her side, whispers in his ear, and he leaves the room. As he goes out, enter Jack Frost. He dances and jumps around, pulls Fritz's hair, and still dancing, speaks.

JACK FROST'S ADDRESS.

Hurrah! for the time when the nights are long,
And the ice grows firm on the brook and river;
When the air is cold, and the frozen mould
Is enough to make you shake and shiver.

Then, Santa Claus, is your time and mine;
We come to the front when the north wind blows;
We string our jewels on holly and pine,
And paint the cheek of the child with rose.

Hurrah for our partnership, Claus and Frost!

You are the saint, and I but Jack!

But which of us two enjoys it most—

I with my icicles? you with your pack?

When do you start, my good old friend?
 And what are your plans? But pardon me;
 I am ready and willing my help to lend,
 For now on the march you should surely be.

Santa Claus. Vell done, Jacky. I like to hear you speak your leetle piece. But no matter. I don' go dis year.

[Jack Frost stops dancing and looks at Santa Claus with great surprise. Peers into his face.

Jack Frost. May I be allowed to express my feelings in the German vernacular? Donner und blitzten!

[Re-enter Messenger-boy with a bottle.

Messenger-boy. I have been to the Board of Health, Santa Claus, and they send you a bottle of St. Isaac's oil, said to be an infallible cure for rheumatism. Now, sir, if Jack rubs one knee and I the other, perhaps we can limber you up in time.

[Messenger-boy and Jack Frost kneel before Santa Claus, and prepare to rub his legs. In great alarm Santa Claus pushes back his chair.

Santa Claus. Danks, danks, tear poys. You are von very goot leetle poys. But I vil rub myself by-and-by. Gif me dot St. Isaac's oil. I danks you ten t'ousand times.

[Takes bottle and sets it upon table.

Enter Elves of the Woods—four or two little boys dressed in green cambric and (where possible to obtain) sprigs of holly. Bowing to Mr. and Mrs. Santa Claus and the audience, they repeat in concert:

From deep green woods we come,
 From elm and pine and fir;
 We tell you, dearest Santa Claus,
 The forests are astir.

The sleeping sap has thrilled,
 And baby leaves unborn
 Are dreaming of the spring,
 For dawns the Christmas morn.

We elves and fays are sent
 To give you greeting fair,
 And, dear old Santa Claus,
 We bow before your chair.

If we can help along,
 Command us as you may;
 The hardest work we do for you
 Will seem the lightest play.

Santa Claus. A goot leetle biece, and you have spoke it egsceedingly vell, mine Elves. But I haf decided to sday at home dis year. I don't go no more mit dose reindeers.

Elves of the Wood. That is very singular. What is the reason?

Mrs. Santa Claus. He is getting old, dear Elves, and does not feel

able to run up and down chimneys as he used to. It is too bad, isn't it? But perhaps you cannot blame him.

[Jack Frost cuts up antics all the time. He throws up an apple like a ball, and catches it. He tosses an apple to each of the Elves. Then pinches their noses and sings.

A knock. Enter Miss Aurora Borealis, a young lady showily dressed in red and yellow cheese-cloth, skirt of red, full waist, and large sleeves of yellow. Her hair should hang loose, and she should wear a tinsel crown. She should be stately and serious in her demeanor. Jack Frost slyly lifts locks of her hair, and examines her dress. He stands off and admires her. Mrs. Santa Claus, rising, shakes hands.

Mrs. Santa Claus. Husband, here is the young lady, Miss Aurora Borealis.

Santa Claus. Good-day, mein tear Fräulein. It is a most uneg-spected pleasure to see you on dis oggasion. You are welcome. Haf an ab—

Bertha. Oh, hush, papa! She doesn't eat apples.

Miss Aurora Borealis (recites).

When nights are cold and skies are clear,
All in the sunset of the year,
I watch the stars that wheel and sway
Along the sparkling Milky Way.

Then with my wand of arrowy light
I flit along each heavenly height.
The traveler far out at sea
Is joyful at the sight of me.

And people, lifting up their eyes,
Behold my glories in the skies,
And walk with step elate and brave,
And sing a merry, rolling stave.

For when the nights are cold and clear,
It is the sunset of the year.
Then Santa Claus, with joy and mirth,
Brings dear good-will to house and hearth.

Jack Frost. I say, Santa Claus, you wouldn't catch me staying in the house with this superb creature lighting up the skies for me. She paints beautifully. She and I have had many a lark together, haven't we, miss?

Santa Claus. Dot's so, Jacky; but dere's no blace like home, my poy. De case, miss, is shoost dis. I am a gread sufferer mit mein rheumatics, and I thought I wouldn't go dis year.

Enter Queen of the Fairies, with three Fairies in her train. These ar little girls dressed in white, with gold and silver stars sewed on thei skirts. One large star adorns the Queen's forehead, and she holds a small golden sceptre tipped with a star.

Jack Frost (with mock concern addressing Queen of Fairies). He's too tired, your Malesty: he's not going this year.

Queen of Fairies. Is that so, Santa Claus? I hope Master Frost does not tell the truth.

Santa Claus. Vell, yes, ma'am, dot's de truth. I tought I wouldn't go. I have a comfortable home mit madame, mein Frau, and I will leaf de Christmas bizness to anoder and a younger man.

Queen of Fairies. But who will do it, Santa Claus? I do not believe there's another in the wide world who can undertake this job. You see, you have done it so many years.

Santa Claus. Dot's shoost it I haf done it already so many years. I don't go no more.

Knock at door. Enter Telegraph-boy. He presents a telegram to Santa Claus, who passes it to his wife.

Mrs. Santa Claus reads: "From the — (Sunday) school. [Here let the name of the school or Sunday-school be inserted in which the play is being performed.] Rumor has it that you are not coming. We hope to see you. Everybody depends on you. There will be no pleasure if you don't come. Children assembling."

Jack Frost. Going, Santa Claus?

Santa Claus. No, tear poy.

Miss Aurora Borealis. I don't see how he can resist that appeal

Telegraph Messenger. Any answer for the Sunday-school, sir?

Santa Claus. Shoost answer dot I don't be dere dis year. I've got rheumatics, and—

Jack Frost. Now if you would only let me apply that infallible cure.

[Snatches up bottle from the table and attempts to rub Santa Claus.]

Santa Claus. Haf de gootness to be quiet, vill you? Eef I vas young and smard lige you I could get down deir furnace-pipes still: but now I'm old and weary.

Elves of the Woods (slowly and very distinctly):

Now he's old and weary,

And life is growing dreary;

There isn't any pleasure, and there won't be any fun.

Some spell is wrought upon him,

Some troll has thought upon him.

Alas! we're very sorry, but dreadful mischief's done.

Mrs. Santa Claus (aside to Telegraph Messenger). Don't send any answer to that Sunday-school's telegram. I th nk he will go.

[Exit Telegraph-boy]

Enter Sprites of the Christmas Tree—four (or two) little boys, dressed in red cambric covered here and there with fir branches. Each boy can have a string of pop-corn his around neck. Let each bear in his hand a lighted torch. Each one speaks, in turn, a stanza.

First Sprite.

I perch upon the highest bow,

And when the gifts are given,

In each I drop a little thought

Of the Christ Child and Heaven.

Second Sprite.

And I remind the older ones
Of those who have not many
To send them pretty Christmas gifts,
Poor dears without a penny.

Third Sprite.

I fly around from leaf to leaf,
And twinkle 'mid the tapers,
And o'er the children's faces peep
When they untie their papers.

Fourth Sprite.

I take my stand in every land,
Beside my dear Kriss Kringle,
You hear my laugh, as sweet by half
As is his gay bells' jingle.

Santa Claus. Much opliged, mein chiltern. Frau, gif 'em an abble. Has de trade in Christmas trees been heafy dis year.

First of the Christmas Tree Sprites. Very heavy. Last year it was hard times, and but few trees were cut. This year loads and loads have been shipped, and everybody is expecting you.

[All eat apples.

Santa Claus. Is dot really so? Vell, I don't go.

Christmas-tree Sprites. What does he say? He doesn't go?

Santa Claus. Dot's vot I says.

Enter Knights of the Snow-plough—four boys dressed in white cheese-cloth, with straps of white cotton wadding sewed on the bottom of the skirts. Each has a small shovel in his hand.

Santa Claus. So you haf de paths all shovelled, haf you? It does me sorry you haf so mooch vork for nodings. I don't go dis year.

Knights of the Snow-plough. What does he say? He won't go this year?

Jack Frost. He is old and weary. Now if he'll let me rub—

Santa Claus (shouts). Poy, you shoost give me that pottle. Sol I vill put it in mein bocket, and you can't say nodings more about dot rubbing bizness.

Enter Telegraph-boy. Hands a telegram to Bertha who reads

Bertha. From the same school, father, that sent the first telegram: "No answer received. How soon shall we expect you? Children assembled. Every thing ready. Come."

Santa Claus. I vish dey wouldn't bodder deirselves mit dose delegrams. I don't go. Shoost answer and say please to egscuse me dis time. I'm a sick man.

Fritz. Oh father! you are not really sick.

Santa Claus. Yes, I am sick mit all dese people coming here, and dese letters and delegrams, and dis surbrise barty. But you're all bery velcome. Help yourselves to abbles.

Enter a delegation from the school which sent the telegrams—two boys and two girls dressed in their usual dress, with hats and coats.

Little Girl. Dear Santa Claus, our superintendent has sent us to inquire if you will come to see us immediately. He sent you two telegrams, but you did not answer, and he is beginning to get anxious. He says he can't possibly spare you from our Christmas celebration. Perhaps you will come right along with us.

Santa Claus (showing signs of uneasiness) My tear children, I am sorry you haf such a journey, and for nodings. Don't you see I am old and vorn out. And I thought you would gif me a rest dis time. I vish not to go. In fact, I haf decided not to go. Warm yourselves, my tears, and take an abble.

Enter (two or four) members of the mission school. They are shabbily dressed. The girls have shawls over their heads, the boys tip-pets. Their voices are sad. Their whole demeanor is abject. They kneel before Santa Claus, and say, in concert:

We haven't many pleasures; the house is often cold;

We're sometimes very hungry; we're often very sad;

But the blessed Lord, who gathers the little lambs in fold,

Has always sent us Christmas day to make us blithe and glad.

Then we go to great cathedrals, and we hear the organ swell,

And voices sweet as angels' sing the carols pure and clear.

Then we listen to the story that is ever sweet to tell,

How Christ is born in Bethlehem, on Christmas of the year.

And best of all is Santa Claus! We love his very look.

O Santa Claus! dear Santa Claus! behold us at your feet!

We do not want you for the toy, the coat the picture-book;

Oh no! Oh no! dear Santa Claus. 'Tis you yourself we greet.

So please be very gentle. Please listen to our prayer.

Why, this is Christmas to the poor! just Santa Claus's day.

The children, oh, the children, they are waiting everywhere,

And a million little hands are waved to cheer you on your way.

Santa Claus (in great excitement). I cannot stand dis no more no longer. Fraul frau! get my overcoat. Here you (*to Reindeer-boy*), harness up dose reindeers pretty soon quick. Fritz—Berta—vere be mein mittens and fur cab? Vill you hurry, mein goot chilren? I brings you someding nice. Come on, you sprites and elves and knights, ve vill go and arrange von merry Christmas for de poor chiltern. I don't feel old no more. Liddle chiltren, your Santa Claus vill come.

Jack Frost. I guess that bottle of St. Isaac's oil in his pocket has cured his rheumatism.

Santa Claus. Somedings has cured it. I feel am rd und able to climb dose small chimneys. I vill go, shoost as usual. Ven dose poor leetle dings from de mission-school comes to me so bitiful, so bleating, mein is not de heart of stone. I haf to go. Tell your Sunday-school I vill be dere as soon as bossible. I am on de vay. Berhaps dot

Fräulein Borealis vill rite m me a leetle vay, so as to lide up de road.
Vere are de toys? So! Now, den.

[Everybody helps Santa Claus to get ready. Some put his cape over his shoulders. Some strap bags of toys on his back. Mrs. Santa Claus takes off his dressing gown, puts on his cap, and keeps cool amid the general excitement. Jack Frost whirls Miss Aurora Borealis in a dance. The Elves of the Woods and Fairies clasp hands and march up and down. The Knights of the Snow-plough pretend to plough furiously. Bertha catches up Fritz and kisses him. Everybody must do something till Santa Claus is ready for his journey. Then they form in a tableau, something like the following.

Messenger-boy.

Telegraph-boy.

Miss Aurora Borealis.

Mrs. Santa Claus.

Reindeer-boy

Mail-Carrier.

Elves.

Sprites.

Knights.

Santa Claus.

Fairies.

Mission-school Children.

Sunday-School Delegation.

Bertha. Fritz.

[All sing, and wave handkerchiefs and flags. Sleigh-bells ring out side.]—*Harpers Young People.*

EDITORIAL.

THE C Superintendents in their last meeting were unanimous in their opinion that Indiana needs additional state normal schools.

THE counties in Pennsylvania are very much larger than in Indiana, and of course the teachers' institutes are larger. The one recently held at Pottsville, enrolled 760 teachers.

OWING to circumstandes over which Prof. Rigdon had no control his article on Shakespeare for this month arrived too late for insertion. He regrets the delay very much. We must remember that circumstances cannot always be controlled.

HERBERT CLUBS are being formed in various parts of the county by those who wish to know more of this noted author's pedagogical ideas. Any one interested can secure circulars of information by addressing Dr. C. C. Van Liew, Normal, Ill.

IN the city Superintendents' meeting, while discussing the subject, "How can the Superintendent make his visits most beneficial to teachers and pupils?" Miss Cropsey, of Indianapolis, said: "I have never met with much success in '*supervising*' teachers. What ever success I have had has been in '*working with*' the teachers."

THE National Superintendents' Association will hold its next meeting at Jacksonville, Fla., in February. Indiana should send a large delegation this year. With a good representation and a little energetic work the meeting following can be secured for Indianapolis. Indianapolis was second best in the race for the meeting last year. The meeting will be worth a good deal to Indiana.

Let it be remembered that trustees must provide a high school education for such of the pupils of his township as demand it. If he does not support a high school he must pay the tuition of such as wish to attend a high school out of township. This is in accordance with a decision rendered by Judge Hord of Johnson County, which decision was published in full in the September number of the JOURNAL. It is also in accord with the opinion of the State Superintendent who is doing all he can to have trustees carry out this plan.

RALPH WALDO EMERSON wrote to his daughter when she was away from home at school, "It does not matter so much what you study as it matters with whom you study." This is very important. If you can spend this winter with a man older than you are, wiser than you are, whom you cannot talk with nor look upon but you feel that here is a real living man—an almighty child of an Almighty God—do you take that chance. Very likely you will never have such another. And this is the greatest gift that God himself can give you.—*Edward E. Hale.*

J. D. ROCKEFELLER has just made another munificent gift to Chicago University. It will be remembered that Mr. Rockefeller has already given this institution several millions of dollars. This last gift is as follows: He gives \$1,000,000 outright, and \$2,000,000 more on condition another \$2,000,000 is raised by friends of the University. It is thought that Chicago itself will raise the money rather than have the University lose this vast sum. In case this conditional money is secured Chicago University will be the best endowed university on this continent. It already has more post graduate students than any other University in this country.

THE ANNUAL MEETING OF CITY SUPERINTENDENTS, a report of which will be found on another page, was the largest and best ever held. Most of the time was spent in discussing the fundamental principles upon which a course of study should be based. The discussion brought out the fact that many of our superintendents are doing closer, better thinking on school matters than ever before, and the other fact, viz: that those who do not think and keep abreast the best thought must very soon give place to those who do. From the very nature of things the great bulk of teachers cannot have *professional* training, and one of the superintendent's chief duties is to help his teachers to *grow*. If a superintendent does not grow himself how can he help others to grow.

If the JOURNAL is not much mistaken more good will come out of this meeting, than ever before resulted from an educational meeting held in this state.

ENGLISH AS IT IS TAUGHT.

At the City Superintendent's Convention recently held there was some severe criticism of the State University, because it requires an entrance examination on English of graduates from commissioned

high schools while they are admitted on all other subjects without examination. There seemed to be a decided feeling that English is as well taught as any of the other branches and that this is an unjust discrimination.

The Conference which has been arranged for between the college and high school teachers of English, during the session of the State Association ought to result in much good. This is an important meeting and superintendents as well as teachers of English should attend it.

CHRISTMAS.

We extend Christmas greetings to our many friends and readers. May it be a merry time with you and may you make it a merry time for the boys and girls in your classes and schools! Teach them that this day is the world's great holiday,—the day when all Christian men and women rejoice because of the best gift that ever came into the world.

It is hoped that every teacher will make some preparation for celebrating the day in the school-room. There will, of course, be no school on Christmas Day, but arrange a program for the day preceding.

We print in this issue of the journal a little play that will be suitable for day schools and Sunday-schools. It is bright and fresh and must surely meet with favor. It is taken from the issue of *Harper's Young People*, for Nov. 27, 1894. For other Christmas programs, we refer the reader to December issues of the JOURNAL for previous years.

THE STATE TEACHERS' ASSOCIATION.

Last month we printed the program of the State Teachers' Association, together with the programs of three of the sections. In this issue we give the programs of seven more sections. This makes in all ten sections, not counting the College Association, which is not an integral part of the general association, though it works in harmony with it.

With all these interests provided for, the coming association should be the largest and best in its history.

The programs are all good.

The annual address by Nicholas Murray Butler should prove an attraction of unusual interest. Mr. Butler ranks among the leaders of educational thought in this country, and the Executive Committee were fortunate in securing his services on this occasion.

Let teachers make their plans to attend this meeting and thus manifest their professional spirit.

BASIS FOR EXAMINATIONS.

The State Board of Education, at its meeting in March, adopted the Reading Circle Editions of Studies in Shakespeare and McMurry's General Method as the basis for the examinations in literature and the

science of education respectively, for the year beginning with the Nov., examination 1895. Questions will be prepared on these books, for the first six months as follows:

HENRY VIII—November, 1895, History of Drama, etc., and Act I; December, 1895, History, Introduction, etc., and Acts I and II; January, 1896, History, Introduction, etc., and Act II; February, 1896, History, Introduction, etc., and Acts II and III; March, 1896, History, Introduction, etc., and Acts IV and V; April, 1896, History, Introduction and etc. and all the Acts.

McMURRY'S GENERAL METHOD. Preface and Chapter I; Chapters I and II; Chapters II; Chapter III; Chapters III, IV & V; Chapter VI.

THE AUTHOR OF "AMERICA"

Dr. S. F. Smith, the venerable author of our national hymn, died at Boston, Nov. 17, aged eighty. The end to a long and useful life came suddenly and peacefully. He was waiting the departure of a train, when the death angel summoned him to a journey in a far country. A little more than six months ago, April 3, he received a grand ovation from the citizens of Boston, when the governor of each New England state addressed the meeting. While he is most widely known as the author of "America," he has supplied the words of many of our well-known hymns. He was a classmate of Oliver Wendell Holmes at Harvard and graduated in the famous class of 1829. At a class reunion in 1859, Holmes refers to him thus:

"And there's a nice youngster of excellent pith,
Fate tried to conceal him by naming him Smith;
But he shouted a song for the brave and the free,
Just read on his medal, 'My country, of thee.'"

MEETING WITH TRUSTEES.

The writer recently attended a meeting of State Superintendent Geeting with trustees. It was an informal affair, in which many questions were asked and answered. The Superintendent explained at some length, the new school enumeration law. This law requires that the enumeration be taken in twenty days' from April 20, to April 30. It requires that not only the names of parents or guardians, but also the names and sex of the children be taken. The record must be made in the presence of the parent and signed by the parent as correct. Every precaution is taken to make the enumeration a fair one.

The Superintendent spoke of the duty of trustees in regard to the young peoples' reading circle books. He says that trustees have an undoubted right to buy these books for each school and he urges it as a duty, on the ground that the same amount of money cannot be spent with greater advantage to the children.

Mr. Geeting also urged upon trustees the necessity of providing high school privileges for such pupils as are ready for that grade of work.

He referred to the decision of Judge Hord (printed in the Sept.

JOURNAL) in which the Judge holds that a trustee is legally bound to either furnish such privileges in his own township, or pay the tuition of such pupils as may wish to attend a high school in some other township, town or city.

Such work must result in great good and our Superintendent deserves much credit.

EUGENE FIELD.

Eugene Field died a few weeks ago in Chicago. His death was sudden and unexpected. He was one of the brightest of American newspaper men and one of the sweet singers of our country. As a poet he hardly ranks with Lowell and Longfellow, but he is the author of some exquisite lines that will forever endear him to the hearts of all lovers of true verse. The following is one of his best:

LITTLE BOY BLUE.

The little toy dog is covered with dust,
But sturdy and staunch he stands;
And the little toy soldier is red with rust,
And his musket moulds in his hands.
Time was when the little toy dog was new,
And the soldier was passing fair;
And that was the time when our Little Boy Blue
Kissed them and put them there.

"Now, don't you go till I come," he said,
"And don't you make any noise!"
So, toddling off to his trundle bed,
He dreamt of the pretty toys;
And, as he was dreaming, an angel song
Awakened our Little Boy Blue—
Oh! the years are many, the years are long,
But the little toy friends are true!

Aye, faithful to Little Boy Blue they stand,
Each in the same old place—
Awaiting the touch of a little hand,
The smile of a little face;
And they wonder, as waiting the long years through
In the dust of that little chair,
What has become of our Little Boy Blue,
Since he kissed them and put them there.

UNDER the amended constitution of the National Educational Association, only *active* members will have their names printed in the proceedings and be entitled to the volume free of charge. To be an active member one must have been a member for two years, previous to, or including 1895, or must pay an enrollment fee of two dollars in addition to the annual dues. For particulars address Irvin Shepard, Secretary, Winona, Minn.

"THE DEUCE IS IN US."

[Arnold Tompkins recently gave a course of lectures to the Newton County institute. The superintendent required all teachers to take notes of work done in the institute; these note-books to be turned over to him at the close of the institute. The following notes of Mr. Tompkins's lectures were taken by W. L. Kellenberger, who has charge of the Morocco schools. They will certainly be entertaining reading to thoughtful teachers.—ED.]

MONDAY.—Change, activity, is the essence of the world. Everything, to be a thing at all, must strive to change itself. Nothing is contented. We are always striving to be something else, and if we were that something else, we wouldn't be satisfied. The infinite stirring within us, doesn't allow us to rest. Every individual has to unravel from present self, into infinite self.

Perfection is infinite succession, infinite growth.

The world is restless, nothing stops—The potential striving with the actual. "This is the fundamental principle in education *i. e.* the force that changes a thing is in the thing itself example—grain of corn * * * * "except it die it abideth alone." In all things there is something that is striving with itself. Man, alone, is conscious of duality. It has been well said—"the deuce is in us,"—the self, the ideal self.

It is possible for man, alone, to have a consciousness, a conception of himself. The aim of all teaching is to make the pupil conscious of himself,—to place limitations. The purpose of the Socratic Method of Questioning is to make the pupil conscious of himself—conscious of his limitations. You can't feel an ideal without a limitation. The first step in freeing a slave is to make him conscious of his state. We never strive for freedom, physical, intellectual, moral or spiritual, until we become conscious of our limitations. Whatever our work in teaching we simply bring the pupil face to face with himself. In all lessons the teacher should feel that he is making the pupil conscious of himself. The school course is valuable to the pupil in proportion as it unsettles him. The feeling of a present limitation is the only way to freedom. Whenever the ideal is presented, man begins to struggle—struggle to overcome the tension between the two, (upward—downward). Downward tension—uses of * * * * sin, passion, gravitation, etc, etc. Mistakes in removing some of these downward tendencies. Example. In instances of indiscriminate charities. Everybody is supposed to be best off when he is forced to take hold of himself.

The first law of life is not self preservation but self realization. Education is not a means to an end,—but an end in itself. Education is life.

TUESDAY.—Pedagogy is based on social life. Dr. Harris.

Self-activity is only one form of freedom. * * * * Man is teacher to himself as a pupil. Every individual is a whole institution in himself—basis of school. This brings him in unity with his idea. We

teach ourselves first before we teach others. We cannot have the ideal doctor (for ex.) until we are our own doctor.

We must have an ideal before we can fill it. Institutional life rests on man himself.

* * * * *

Review of previous points.—Quality—the deuce in man * * * * *
Uses of downward tension.—Sin saves a man if he overcomes it. *Hell* makes *Heaven* possible. Passion, trouble, etc.—must be overcome—and are one form of the battle. These are *negative* relations—have a downward tension.

There are also *positive* relations—drawing upward. * * One half of the whole sphere of literature.

* * * * *

The fundamental instinct of the soul is to seek the infinite. Examples—Thanatopsis. etc. * * In the Chambered Nautilus—shell is the limitation—so in man. There is one limitation that is always felt.

The *whole thing* is *freedom*—freedom from what? Freedom of the ideal from the real.

True freedom.—The freedom of the true self from the real self. Se is the other self and this and the conscious unity between the two.

Man is striving for the ideal of ideals, which is God himself.—Man in the process of realizing himself is not conscious of himself. The Bible is full of texts relative to this truth.

A finger,—a brick exists according to the law of apperception, (part of some other self,)—not one term of the organic unity but both terms.

Everything that is objective in the world must be made subjective.

What do I mean by myself?—this self and the other self.

Self?—the other and this. This self is the organic unity between the two,—subject and object. Man's own true self is the world around him, that is not yet made subject.—Man is free because he is both subject and object. Man *loses* his life to *find* his life. The real self must be lost before we can realize the ideal. This self is a rational being so is the other. Intuition makes a man feel that or see his life in that other thing—back of nature is a soul. We see it in Bryant's poems, etc., etc.

* * * * *

Stages of Freedom.—(1) A child is not self-conscious, but goes into ecstasies over the outside world.

(2.) By the logical process of thought the child separates himself from—

(3.) Then after he is educated he returns again.

He learns that that life and this are one. Back and through all, and in all, there is a life that we struggle for and must have,—man cannot leave out one term of himself,—he must have it to live. The tension is between this and my ideal.—Law of Ethics.

Man, like the child, forgets himself, loses himself,—we must enter into the world self-forgetful,— forget self before we can realize the ideal.

(TO BE CONTINUED.)

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN OCTOBER.

SCIENCE OF EDUCATION.—1. What do you consider the relation of a sound, healthy body to efficient mental activity?

2. Is there any connection between physical weakness and disease and vice? Discuss briefly.

3. What physical conditions as to the heating, ventilation and cleanliness of the school room and the cleanliness of the school premises are essential to health and good morals?

4. May it become the duty of the school to give the child instruction as to his dress, eating, care of his body, etc? Under what conditions, if at all?

5. Do you believe in out-door or in-door recesses? State your reasons.

6. What good ends may light gymnastics, properly conducted, serve in the school?

7. Would you encourage the boys to take interest in athletic exercises? State your reasons.

8. What influence on the ideals of young people have you observed athletic exercises to have?

(Any six.)

READING.—How pleasant the life of a bird must be,

Flitting about in each leafy tree;

In the leafy trees, so broad and tall,

Like a green and beautiful palace ball,

With its airy chambers, light and boon,

That open to sun and stars and moon;

That open to the bright blue sky,

And the frolicsome winds as they wander by!

—Mrs. Hemans.

1. What grades of pupils would you have read such selections as the above?

2. What style of voice, movement, emphasis, etc., are best suited here?

3. What questions would you have your pupils answer before attempting to read the stanza?

4. What is good reading?

5. In what respects chiefly would your method of teaching the First Reader differ from that of the Fifth Reader?

6. What do you desire to secure by "sight reading?"

7. Read a selection to the Superintendent.

HISTORY.—1. Relate the story of the discovery of the Mississippi. What European power profited most by this discovery?

2. Why were the early settlers in Pennsylvania not so frequently molested by the Indians as were the colonists elsewhere?

3. Previous to the passage of the Stamp Act there existed what three forms of government in the colonies? State the leading characteristics of each form mentioned.

4. Name the inventor of the cotton gin, of the steamboat, of the screw propeller, of the sewing machine, of the reaper.

5. Relate the circumstances surrounding Stonewall Jackson's death.

6. What was Grant's Indian policy? (Any five.)

RUSKIN'S ESSAYS.—1. Discuss "Education means teaching people to behave as they do not behave."

2. What was Ruskin's aim in all his teaching?

3. What would Ruskin have in his scheme of physical education?

4. Ruskin believed that every man ought to know three things. Name and discuss these three things.

5. "The main thing which we ought to teach our youth is to see something." Why?

PHYSIOLOGY.—1. Describe rather minutely the internal ear, and state the function of each of its parts.

2. Discuss nerve-energy and nerve-waste, giving copious illustrations throughout your discussions.

SCIENTIFIC TEMPERANCE.—1. State the physiological effect on the capillaries of the use of alcohol.

2. What effect has its use on the temperature of the body? Why this effect?

3. What are the usual effects on the system of a continued moderate use of alcoholic drinks?

4. Can "fatty degeneration," with which some are affected, be traced to the use of alcohol?

5. State some of the hereditary effects of the excessive use of spirituous liquors.

GRAMMAR.—1. Conjugate to *buy* in the active voice, progressive form, indicative mood, future perfect tense, in both numbers.

2. Underline complete predicates: *a.* The day is rainy *b.* Mary is sleeping. *c.* The man was mistaken for a tree. *d.* I was mistaken.

e. Through clouds like ashes

The red sun flashes

On village windows.

How is *ashes* used in the last?

3. How is gender distinguished? Illustrate. Write the possessive plural of sister-in-law, he, we, thief, goose, woman and Miss Allen.

4. Attributes of attributes give rise to what? Give use of *where* in each sentence: No one knows where Moses was buried. Where thou goest I will go.

5-10. Give a full outline of a course in Composition Work which a

teacher might use, such outline to include both the topics to be discussed and the method of developing the art of writing. To be graded on development of subject, grammatical construction, spelling, punctuation, penmanship and diction.

ARITHMETIC.—1. What is the interest on \$784.00 from December 25, 1886, to July 4, 1895, the rate being 8%?

2. Reduce $\frac{\frac{1}{2} \text{ of } \frac{1}{3} + \frac{2}{3} \times .4 + 1}{\frac{1}{3} + \frac{1}{3} \text{ of } 2 - .001}$ to a simple fraction.

3. Bought 3 bales of hay of 112½ pounds each at \$12 per ton. What did it cost?

4. A cube contains 1,728,000 cubic inches; find the area of one of its faces

5. Illustrate your process of teaching interest.

6. A merchant uses a yard stick one inch short. He sells 50 yards of carpet, as measured by his stick. How many *true* yards does his purchaser get?

7. I sell ⅓ of a lot at ⅔ the cost of all of it. What per cent do I gain?

8. Outline a course of study in numbers for the second year.

9. I have, as the net proceeds of a consignment of goods sold by me, \$3,816.48, which the consignor desires me to remit by draft at two months. If the rates of exchange are ¾% premium, and the rate of interest 6%, what will be the face of the draft?

10. Divide \$1,596 into parts proportional to ⅓, ⅔ and ⅕.

GEOGRAPHY.—1. What can you say of the mineral resources of Indiana?

2. Discuss the value of forests in the economy of nature. 20

3. Name the five large rivers that drain the German Empire.

4. Name two rice, two cotton and three wheat producing countries.

5. To what countries are the following animals peculiar; Blue jay, buffalo, crocodile, tapir, zebra, rhinoceros, kangaroo, alpaca, ostrich and lion?

6. What determines the industries of a country?

7. How would you lead a child to understand the relation between climate and food and clothing?

8. Locate the following and state what they are: Tokio, Vancouver, Popocatepetl, Etna and Volga.

9. Describe the scenery of Switzerland. (*Answer eight, not omitting the second*)

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. If the physical organization is healthful and vigorous, efficient mental activity is performed more easily and with less wear and fatigue, than if the organism is weak and sickly. Efficient brain work sometimes emanates from a weak body, greatly to

the detriment of health. Mental activity is the work of the brain; the brain must be supplied with a large amount of blood, and when active, is the seat of a vigorous circulation, which weakens the physical system unless it is also strong and vigorous.

2. In disease the system usually feeds upon itself; its tissues are consumed very fast, and extreme weakness soon results. In vice, the system becomes poisoned with disease, which makes its customary draft upon the system with the usual result, weakness.

3. The heating of a room should be such that the temperature would be of the proper degree and the heat properly distributed. If possible, the floor should be kept warm, for the sake of keeping the feet warm.

The ventilation should be continuous, the air in the room being always "on the go," and air of the proper temperature always coming in. Only with special apparatus can these conditions be brought about, yet they are most desirable ones.

"Cleanliness is next to godliness," as well as extremely important in preserving health. Proper temperature, pure air and cleanliness all contribute largely to health, and relieve the mind from concern for the body. The conditions are then favorable for thought in the line of right living, and moral lessons are easily impressed upon the mind and assimilated.

4. It is already the duty of the school to give instructions in regard to eating and the care of the body, and also as to dress—as far as that pertains to health and cleanliness. Very few parents give sufficient attention to these matters, and as long as this condition prevails, the teacher should earnestly and carefully supply the necessary instruction.

5. Only the out-door recess gives that supply of oxygen and freedom of movement that contributes so largely to a healthful, vigorous circulation. The indoor rest lets the system remain passive, and thereby the tendency to active mental effort is not raised to a vigorous degree. The indoor rest must of necessity be encompassed by restrictions and limitations that greatly diminish the amount of good we ought to derive from it.

6. Light gymnastics, properly conducted in the school, may serve to relieve the pupil by a change of occupation, to train in attention and precision, and to train the muscles to accurate and graceful movement.

7. I would not, in connection with school work. They have never been conducive to normal health or to effective mental activity. Accurate and unbiased observation and statistics show conclusively that the moderate exercises not included in the term "athletics" are more conducive to health and vigorous mental action than the severe physical exertions necessarily connected with modern athletics.

8. Their ideals are not those that represent the highest and noblest types of manhood; but they are those that can lead in the various athletic contests regardless of what may be their habits or moral character.

READING.—1. Pupils who belong to the third and fourth reader classes.

2. Voice—pure tone; movement—moderate; emphasis—absolute.

3. Where is the bird's home? What is beautiful about it? It is open to what beauties of nature?

These should be answered as general questions without any assistance from the text. Questions based on the text may be as follows: In what way is the bird's life pleasant? To what are the leafy trees compared? Why say *airy* chambers? To what are they open? etc.

4. The answer depends upon what is here meant by *reading*. Good *silent* reading is the power to gather quickly and accurately, the thought from the page, simply by passing the eyes along the lines. Good *oral* reading enchains the attention by its natural tone, its earnestness, its expressiveness, and its power to make clear the thought in the language.

And there is the power to read some of the thoughts of the writer, that he has not expressed in symbols—thoughts, however, that it was his evident intent that the close reader should perceive.

5. In the first reader there is much care taken in developing the form side, in teaching the symbols. Objective illustration is much used. In the fifth reader the chief aim is to seek for the thought of the author and his purpose, neither of which forms any part of the end in view in an exercise in the first reader.

6. The power to interpret the thought "on sight," without any previous study or preparation.

GRAMMAR.—1. I shall have been buying, etc.

2. The complete predicates are as follows:—is rainy; is sleeping; was mistaken for a tree; was mistaken; flashes on the village windows, through clouds like ashes—*ashes* is the object of *to*, understood.

3. (a) By different words; as, brother; sister; (b) by different terminations, as actor, actress; (c) by prefixing or suffixing certain words to a common word; as schoolmaster, schoolmistress; cocksparrow, hensparrow. Sometimes the formation of the feminine is somewhat irregular; as, abbot, abbess; czar, czarina; sultan, sultana; etc.

Sisters-in-law's; their; our; thieves'; geese's; women's; the Misses Allen's or the Miss Allens'.

4. To adverbs. (a) "Where" is used here as a relative adverb; it is used as a noun, the object of "knows," and as an adverb, modifying "was buried." (b) "Where" is used here as a conjunctive adverb, modifying each verb, and joining the subordinate clause to the principal clause. [In (a) "where" joins the subordinate clause to the principal clause.]

5. The course should be based on experience and observation. It should include exercises in narration, description, exposition, argumentation and persuasion. (Read the preface to Newcomer's Composition, published by Ginn & Co.)

ARITHMETIC.—1. Answer, \$534.688.

2. If the third expression in the numerator means $\frac{1}{4} + 12$, the answer to the question is $1\frac{1}{4}$; if the expression means $3 + \frac{1}{4}$, the answer is $2\frac{1}{4}$. It is *printed* to mean the latter. The main division line is on a level with the plus sign.

In reducing such expressions, the signs \times and $+$ take precedence of $+$ and $-$; that is, the operations indicated by the signs \times and $+$ should be performed first.

3. Answer, \$2.025.

4. Answer, 100 square feet.

5. Use abundant illustrations, both actual and supposable. If a person loans his neighbor \$100 for a year, and at the end of the time the neighbor pays back \$106, the \$6 extra is to pay for the favor. This transaction or one similar may be made the basis for developing the whole subject.

6. $50 \times 35 + 36 = 48\frac{1}{2}$, the number of true yards.

7. Selling price $= \frac{1}{2}$; cost price $= \frac{1}{3}$; gain $= \frac{1}{6}$; $\frac{1}{6} \div \frac{1}{3} = \frac{1}{2} = 20\%$.

8. Easy graded addition examples involving "carrying" the 2's and 3's of the multiplication table; examples in multiplication using singly 2 and 3; writing and reading numbers to 500 or 1000; subtraction involving "carrying;" easy concrete mental problems involving addition, subtraction, multiplication and division. Roman notation to twenty. Object lessons teaching $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and the pint, quart, peck and bushel.

9. \$1 face cost $\$1.00\frac{1}{4}$, less bank discount of \$1, at 6%, for 63 days; the result is \$.997. As many dollars face can be bought for \$3816.48 as the number of times .997 is contained in 3816.48, or $3827.96 +$ times; hence \$3827.96 face.

10. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ are to each other as 40, 45, 48; these added $= 133$; the parts are $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of 1596, or 480, 540, 576.

GEOGRAPHY.—1. Indiana has in the south and southwest a great deal of limestone and bituminous coal; around Bedford and Bloomington an immense amount of building stone, the "finest in the world." The gas and oil fields are well known. Beds of various kinds of clay are found throughout the state, etc.

2. "Forests protect the ground from the direct rays of the sun, and prevent the rapid evaporation of such moisture as the soil contains. The temperature of air over a forest is hence much lower, during the hours of sunshine, than that of air over a desert. A body of saturated air, if wafted over a forest, is apt to yield rain." (Appleton's Physical Geography). "Forests have an important influence on the climate and rainfall of a country. Their canopy of foliage acts as a shelter from the heat of the sun and the washing effects of the rain. The immense area of leafage exposed acts as a vast evaporating surface and also radiates heat into the surrounding air, thus equalizing the conditions of moisture and temperature. By this means prolonged periods of drought followed by heavy downfalls of rain are averted, and the perennial flow of springs is maintained. The forest has exerted an important influence on mankind throughout history.

It has formed a natural hiding place and shelter, a harbor for the wild animals of the chase, a source of timber supply and of many varieties of food. By no means the least has been its widespread influence on climate. In the advance of civilization the cutting off of the forests is a menace to the welfare of a country."

3. Rhine, Oder, Elbe, Vistula and Danube.

4. Rice—China, India, United States; cotton—United States, India; wheat—United States, India, Hungary, France, Argentine, Russia.

5. Blue jay—North America; buffalo—America, India, South Africa; crocodile—Florida, Africa, India, Australia, South and Central America, East and West Indies; tapir—Central America and the Malay Peninsula; zebra—Africa; kangaroo—Australia; alpaca—South America (*Andes*); ostrich—Africa, southwest Asia; lion—Africa, Asia.

6. The natural resources, the climate, the law of supply and demand, and the facility for transportation.

7. Investigate carefully in regard to the food and clothing of the people of each climatic zone, and call attention to the differences. Also, note the changes we ourselves make in our food and clothing as the different seasons come and go.

Switzerland is chiefly a land of mountains. These and its vast glaciers, beautiful lakes, smiling valleys, alpine streams, and glittering water-falls—all combined form perhaps the grandest scenery in the world.

U. S. HISTORY.—1. The "story" can be found in any good text-book. France profited most by the discovery.

2. Penn took care to maintain friendly relations with the Indians and to satisfy them for their lands. He says, "With the natives we have lived in great friendship. I have made seven purchases (of land) and in pay and presents they have received at least \$6,000 of me. They generally leave their guns at home, when they come to our settlements; they offer us no affront, not so much as to one of our dogs."

3. *Provincial*—under the direct control of the sovereign of Great Britain, who appointed a governor to carry out all his commands, and a council to assist the governor. Every law to be valid had to be approved by the king.

Proprietary—under owners or *proprietaries* who were invested with kingly power; they appointed the governor and other officials. The people themselves endured about the same political subjection as those under the provincial form.

Charter—under which the land and the right to govern themselves were granted to the people of the colony by a charter from the English crown. The government was founded upon democratic principles and resembled that of our states. The provincial or *royal* colonies were N. H., N. Y., N. J., Vir., N. C., S. C., and Ga.

The *proprietary* colonies were Md. and Penn. (including Delaware.) The *charter* colonies were R. I., Conn., and Mass.

4. Eli Whitney (1793); Robert Fulton (1807), or John Fitch (1787).

In 1807, a vessel was navigated by a screw propeller, from Eddy's Point to Pawtucket, Rhode Island. It was worked by eight horses and made an average rate of four miles per hour. The boat was called the "Experiment" and was about one hundred feet long and twenty feet wide. It was built by John S. Eddy. In 1836, John Ericsson, using *steam* as the power, introduced the screw propeller to take the place of side wheels in ocean steamers. Elias Howe invented the sewing machine in 1846. Cyrus McCormick invented the reaper in 1834.

5. His death occurred at the battle of Chancellorsville, in Virginia May, 1863. (See any good text-book).

6. The President's wish was to treat the Indians justly, and he recommended "liberal appropriations to carry out the Indian peace policy, not only because it is humane, Christianlike, and economical, but because it is right." He gave the management of these wards of the nation to various religious societies; they were to nominate agents, and if they met with his approval, they were appointed. The results were in the main satisfactory. This policy brought the matter to the attention of the whole country, and resulted in the establishment of "Indian Rights Association."

SCIENTIFIC TEMPERANCE.—1. Alcohol paralyzes the nerves that keep the capillary walls in a normal condition, the flow of blood then distends them, the skin becomes not only red but swollen, and the eye becomes bloodshot.

2. The temperature of the body is lowered by the unusual amount of blood that is caused to pass through the capillaries. There *seems* to be a rise in temperature for a brief space of time caused by the excitement and the increased action, but it is exceedingly small, if true.

3. Moderate drinking leads to disease, and diminution of mental power and moral tone; perceptions are less keen, judgments less sound, temper less serene, and spiritual vision less clear. The "moderate" use at last leads to habits that steadily despoil the life of its rarest fruits.

4. Fatty degeneracy is circumstantial evidence of alcoholized blood.

5. 1st generation—moral depravity; alcoholic excess. 2nd generation—drink mania, attacks of insanity, general paralysis. 3rd generation—hypochondria, melancholia, apathy, and tendency to murder. 4th generation—imbecility, idiocy, and extinction of the family.

PHYSIOLOGY.—1. The internal ear is composed of (a) The *vertibule*, a small irregular cavity, the central chamber of the internal ear; it communicates with the middle ear by the fenestra ovalis, has an opening below into the cochlea, and has in its posterior part five openings into the semi-circular canals. Its walls serve to contain some of the filaments of the auditory nerve. (b) The *semi-circular canals*, three curved passages behind the vertibule, each more than a half

circle; two open into the vestibule at both ends; the third at one end, the other end opening into one of the other canals. They assist, in some way, the correct appreciation of sound.

(c.) The *cochlea*—a minute spiral canal of $2\frac{1}{2}$ turns, situated in front of the vestibule; it has the main filaments of the auditory nerve distributed upon its walls, and contains the "organ of Corti," consisting of minute rods. It is the essential organ in the correct appreciation of sound.

2. From the expenditure of nerve energy will result nerve waste. The arm moves or the mind thinks, and nerve matter is destroyed as well as other matter, and it is renewed from the blood. This exchange of dead matter for nutrient matter, in the nerve, is not well understood. It is not definitely known whether the exchange is that of oxygen and carbon dioxide, or of other materials. We do know that a diminution of blood supply lowers the excitability of the nerve. Nerve energy may be increased by various stimuli,—mechanical, thermal, chemical, electrical,—if not excessive.

There is a kind of nerve waste (degeneration) that takes place in the peripheral part of a divided or injured nerve. Nerve waste, with little or no regeneration, soon results in loss of nerve power of the part affected; as, in the sense of sight or hearing.

RUSKIN'S ESSAYS. 1. This means that education should be the development of character. (See page 437).

2. "To awaken in each soul the will to do the special work for which his own powers fitted him." (See page 437).

3. See page 439, first paragraph.

4. See page 438.

5. For all the eyes God has given us are capable of seeing; it is sinful not to use them. Our mind faculties are *eyes*. They should be used not only that they may store away information, but that they may grow more powerful.

FOOD FOR THOUGHT.

[Send all communications to W. F. L. Sanders, Connersville, Ind.
They should be received by Dec. 18. Be prompt.]

SOLUTIONS. RECEIVED.

98. No solution received; try again.

99. 3 per cent. of \$5,610 = \$168.30, original income. $5,610 \times (97\frac{3}{4} - \frac{3}{4}) = 5,469.75$; $5,469.75 + 2 = 2,734.875$; $2,734.875 + (116\frac{3}{4} + \frac{3}{4}) = 2,340$; $3\frac{3}{4}$ per cent. of 2,340 = 81.90; 4 per cent. of 2,340 = 93.60; $\$81.90 + \$93.60 = \$175.50$; $\$175.50 - \$168.30 = \$7.20$, difference in income, answer.

(I. S. MORSE, Crumstown, Ind.)

100. No solution received. As there was a misprint in the statement of it, we here reproduce it, and ask that you give it your attention.

100. CD is a chord parallel to the diameter AB, and P is any point in the diameter. Prove that—

$$PC^2 + PD^2 = PA^2 + PB^2.$$

101. 4 oz. at 17 carats fine contain 68 parts gold and 28 parts alloy.

6 oz. at 14 " " " 84 " " " 60 " "

10 oz. of the mixture contain 152 " " " 88 " "

152 + 88 = 240; the mixture is $\frac{112}{240}$ or $\frac{14}{30}$ pure. $\frac{14}{30}$ of $3\frac{1}{2}$ oz. = $2\frac{1}{2}$ oz., pure gold in the ornament.

(C. ORVILLE WITTER, Crumstown.)

102. Let x = the rate.

Then, $100x : \frac{100x}{1+x} :: 21 : 20$, from which $x = 5$.

(M. M. ZINKAN.)

Or, $100 + x : 100 :: 21 : 20$.

(ID.)

Or, $\frac{x}{100} : \frac{x}{100+x} :: 21 : 20$.

(ALTON BLUNK.)

Or, $\frac{x}{100} : 1 - \frac{100}{100+x} :: 21 : 20$.

(J. STOMMEL.)

To give a ratio of 21 to 20, the present worth and the true discount must be $\frac{1}{10}$ times the present worth; $\frac{1}{10}$ of 100 per cent. = 5 per cent = true discount, and also the rate of interest. (W. N. VANSOYOC)

Pearl Johnson, Battle Ground, Indiana, sends us a *very neat* arithmetical solution to problem 94: her answer is $10\frac{19}{17}$.

Our old friend, J. C. Gregg, writes in regard to problem 39, and says that the solution in the July Journal has a "hole in it big enough to drive an ox-team through." He says Prof. Trent of Indianapolis pointed it out. We did not investigate the proof on account of the high source from which it was obtained. Let our readers find the error. Thanks to Gregg and Trent.

Dessie Wilson, Brownsville, asks about the "grammar" of "The buggy was broken."

If "broken" means the *condition* of the buggy, it is an *adjective*. If the sentence means that "The buggy was broken" (by a horse), "was broken" is a passive verb, and "broken" is a participle.

The "grammar" depends upon the meaning.

J. M. Vories, Hebron, Ind., asks about the schools of Alaska. We submit the following:—

Schools and teachers are provided for the children of all the residents of Alaska, without distinction of color or race, by an annual appropriation from the United States treasury, and it is left to the discretion of the United States Commissioner of Education to erect school-houses and employ teachers wherever, in his opinion, they may be needed. In this respect at least Alaska has been favored above any other section of the United States. At the time of the passage (1884) of the section conferring the above power, Senator Plumb, of Kansas, made the following remark: "If this section is literally carried out there will be a great many schools in a great many places in Alaska in situations where they would not be considered necessary in any other part of the habitable globe." This prediction has been fulfilled in a few instances. (See 11th Census, Alaska, page 186).

John Anderson, Sanborn, Ind., in answer to query 10, (October Journal) says that, "When the king embarked, etc," modifies "the real subject of the sentence 'time' understood."

W. H. Parkinson, LaFayette, Ind., sometime ago sent a solution to Prob. 39, which, for the time, was put aside on account of its great length. Mr. Parkinson writes, "I have shown my solution to the professor of mathematics of Purdue University, and he has pronounced it correct." We may have a chance to publish it in the near future.

CREDITS.—101. C. Orville Witter, Crumstown; 102, J. Stommel, Hanover Center; 101, 102, Walter N. Vancocoyoc, Crawfordsville; Alton Blunk, Crown Center. 99, 101, 102, I. S. Morse, Crumstown; M. M. Zinkan, Washington; W. F. Headley, Bloomington. 94, Pearl Johnson, Battleground.

PROBLEMS:

103. A man arrives at the railroad station nearest to his house $1\frac{1}{2}$ hours before the time at which he had ordered his carriage to meet him. He sets out at once to walk at the rate of four miles an hour and, meeting his carriage when it had travelled eight miles, reaches home exactly one hour earlier than he had originally expected. How far is his house from the station, and at what rate was his carriage driven? (George Downs, Purdue University).

104. Three boys went to town with eggs. The first had 10, the second 30, the third 50. They sold at the same price, and received the same amount of money. What was the price?

105. A man has \$4100 which he invests in 3 per cent. stock at 87, and 5 per cent. stock at 104; what sums must he invest in the respective stocks to make $3\frac{1}{2}$ per cent. on the whole?

MISCELLANY.

STATE TEACHER'S ASSOCIATION

ENGLISH SECTION.

(Room 122, State House.)

FRIDAY, DEC. 27, 1:30 P. M.

1. Report of delegate to Chicago Conference of Teachers of English—Miss Edith Reilly, Evansville.
2. The Teaching of English Prose—Prof. A. B. Milford, Crawfordsville.
3. English in the Grades—Miss Fidelia Anderson, Indianapolis.
4. *Comus* and *Merchant of Venice*—Prof. M. W. Sampson, Bloomington.

President, Martin W. Sampson, Bloomington; Vice-President, Edward A. Remy, Columbus; Secretary, Miss Emma Shealy, Delphi. These officers constitute the Executive Committee.

MUSIC SECTION.

(Room 11, Agricultural Hall, State House.)

FRIDAY, DEC. 27, 2 P. M.

1. Report of Executive Committee, showing condition and sentiment of music in Indiana schools.
2. Short papers by teachers on:—(a) How to Reach Different Pupils. (b) How to Interest the Regular Teachers More Fully. (c) How to Raise the Standard of Music Teachers.
3. Election of Officers.

All supervisors of music and others interested in music in public schools, are urged to attend and take part in this meeting.

President, J. S. Bergen, Lafayette; Vice-President, V. H. Null, Anderson; Secretary, Louis D. Eichhorn, Bluffton; Executive Committee, W. E. M. Browne, Chairman, Knightstown; Joseph Studebaker, Flora; Miss Jennie Thompson, Franklin; Miss Blanche D. Williams, Columbus; Miss Claribel Winchester, Greensburg.

INDIANA COLLEGE ASSOCIATION.

(Denison Hotel Parlors.)

THURSDAY AND FRIDAY, DEC. 26 AND 27, 1895.

THURSDAY, DEC. 26, 11 A. M.

1. Reports, general business, appointment of committees.
2. Paper, "Tennyson's Inheritance from Anglo-Saxon Poetry," Miss Sarah Louise Magone, Coates College. Discussion opened by Professor Hugh Th. Miller, Butler College.

THURSDAY, DEC. 26, 2 P. M.

A Conference of the College Association and the High School and English Sections of the State Teachers' Association.

Papers on "English for Admission," by Prof. Martin W. Sampson, State University; and Principal J. Z. A. McCaughan, Kokomo High School.

General discussion, based upon the papers and printed outlines of papers and courses proposed.

THURSDAY, DEC. 26, 8 P. M.

1. President's address: "A great Educational Idea and Its History"—Pres. Ellwood P. Cubberly, Vincennes University. Discussion opened by Pres. William T. Stott, Franklin College.
2. Paper: "The Classics for the American Student of the Twentieth Century"—Prof. Benjamin W. Aldrich, Moores Hill College. Discussion opened by Prof. M. S. Wilkinson, Union Christian College.

FRIDAY, DEC. 27, 9 A. M.

1. Paper: "The University and the College"—Prof. Thomas C. Howe, Butler College. Discussion opened by Pres. Joseph J. Mills, Earlham College.
2. Paper: "The Study of Language and Literature in the High Schools of Indiana and Other States"—Prof. Gustaf E. Karsten, State University. Discussion opened by Prof. Robert A. King, Wabash College.
3. Paper: "A Comparison of Ancient and Modern Methods of Mathematical Teaching"—Prof. Arthur S. Hathaway, Rose Polytechnic Institute. Discussion opened by Prof. Clarence A. Waldo, Purdue University.

OFFICERS FOR 1895—President Ellwood P. Cubberly, Vincennes; Vice-President, Cyrus W. Hodgins, Earlham; Secretary, Hugh M. Kingery, Wabash; Treasurer, Moses C. Stevens, Purdue. The Officers constitute the Executive Committee. Headquarters of the College Association at the Denison Hotel.

LIBRARY ASSOCIATION.

(*Lieutenant Governor's Room, State House,*)

FRIDAY, DEC. 27, 10 A. M.

OPENING ADDRESS—President, Miss Mary E. Ahern.

ADDRESS—Chas. Martindale, President of Indianapolis School Board.

Bibliographical aids—Jas. H. Asherbranner, Librarian of New Albany Public Library. Informal discussion.

A visit to the Forbes Library, Northampton—Miss Helen T. Guild, Librarian of J. E. Hamilton Library, Fort Wayne.

FRIDAY, DEC. 27, 2 P. M.

The School Side—Prof. W. A. Heister, Superintendent of schools, Evansville. Informal discussion.

Decorum in a Library—Miss Maude Henderson, Armour Inst., Chicago. Informal discussion. Election of officers and miscellaneous business.

OFFICERS—President, Miss Mary E. Ahern, Ex-State Librarian, Armour Institute, Chicago; Vice-President, Miss Elizabeth Day Swan, Librarian, Purdue University; Secretary and Treasurer, Miss Nancy Baker, Indianapolis Public Library.

INDIANA ACADEMY OF SCIENCE.

(*Agricultural Hall, Room 12, State House.*)

THURSDAY, DEC. 26,

Meeting of Executive Committee, 8 P. M., Friday, December 27. General Session, 9 A. M. to 12 M. Sectional Meeting, 2 P. M. to 5 P. M. President's address, 7 P. M.

Saturday, Dec. 28. Sessions 9 A. M. to 12 M. 2 P. M. to 5 P. M.

Amos W Butler, Brookville, President; John S. Wright, Indianapolis, Secretary; P. S. Baker, Greencastle; Geo. W. Benton, Indianapolis, Program Committee.

MATHEMATICAL SECTION.

[Room 120, 3rd Floor, State House.]

FRIDAY, DEC. 27, 2 P. M.

1. Mathematical Text Books and Teaching in High Schools—R. J. Aley, State University. Discussion—J. C. Trent, Indianapolis high school.
2. Geometry as a Disciplinary Study—F. L. Jones, Superintendent Tipton schools. Discussion—J. M. Ashby, Logansport high school.
3. The Quadrature of the Circle—Prof. Wm. E. Heal, Marion. Discussion—C. A. Waldo, Purdue University.
4. Types of Learners of Mathematics—Mrs. A. R. Hornbrook Evansville high school.
5. Miscellaneous business
President, J. C. Gregg, Brazil; Chairman Executive Committee, I. C. Davison, Worcester, Mass; Secretary, Miss Amelia Platter, Indianapolis.

SCHOOL OFFICERS' ASSOCIATION.

[Room 91, State House.]

The meetings of this department will be held Thursday and Friday, Dec. 26 and 27. The program is not ready for publication.

President, H. B. Makepeace, Indianapolis; Secretary, W. F. Byrket, Knightstown.

PROGRAM OF PROPOSED CLASSICAL ASSOCIATION.

[Room 122, State House.]

FRIDAY, DEC. 27, 9 A. M., ORGANIZATION.

1. Paper: What Shall we do With Caesar? --Miss Mary Stubbs, Richmond high school.
2. Paper: How Shall we Make Instruction in Latin Prose Composition Effective?--A. I. Dotey, Indianapolis high school.
3. Paper: What is Classical Philology?--Dr. Edwin Post, De Pauw University.
4. Paper: Literal Versus Idiomatic Translation--J. S. Johnson, De Pauw University.

A. I. DOTY, Indianapolis, Acting Secretary

**SIXTH ANNUAL SESSION ASSOCIATION OF CITY AND TOWN
SUPERINTENDENTS OF INDIANA.**

The Sixth Annual Session of the City and Town Superintendents of Indiana was held in the Century Club Rooms of the Denison Hotel in Indianapolis on Nov. 7th, 8th, and 9th, Superintendent Edward Ayres of Lafayette presiding.

The attendance was much larger than that at any previous meeting of this body, there being ninety-nine enrolled out of the one hundred and twenty-five or more present. The interest throughout was intense, and, to quote the words of one who has been present at almost every state meeting held in Indiana during the past twenty-five years, "there will be more good come out of this meeting than any other educational meeting ever held in the state."

The chief work of the association was the consideration of the "Report of the Committee on Course of Study for the Cities and Towns of Indiana," the greater part of the meeting being given to its discussion. This report was the work of a committee of five, which was appointed by the association at the annual meeting in 1894, and is signed by Sup't R. A. Ogg, Chairman, of Greencastle, Sup't W. R. Snyder of Muncie, Sup't W. H. Sims of Goshen, Sup't W. C. Belman of Hammond, and Sup't W. P. Burris of Bluffton.

The printed report had been placed in the hands of members of the association before the meeting, and much of the discussion was on the "Determinative Propositions" in harmony with which the committee had sought to unify the work of the graded schools. This part of the report was necessarily somewhat vague, consisting as it did of a series of propositions embodied in pedagogical terminology and expressing conceptions of a high degree of generality. Such a series of propositions, however, was a necessity to the committee in order that the basis of their work might be seen, and that there might be brought before the association a set of principles sufficiently definite by which to judge the course of study itself. In most instances it was only necessary for the committee to indicate their specific meaning, and while on this part of the report, and the course of study itself, there remained some minor points of difference, the agreement was sufficiently substantial to unanimously adopt the following resolutions offered by Sup't Carr of Anderson:

Resolved: 1. That we approve the course of study as presented by the committee.

2. That we test this course of study so far as practicable in our different schools.

3. That the committee be continued for the purpose of considering such modifications as may be offered by the members of this association.

4. That this committee be asked to report at our next meeting the course of study with such modifications as they deem proper.

5. That we request the State Superintendent to print and distribute a sufficient number of copies to supply the teachers of the towns and cities of the state.

State Sup't Geeting agreed to have the report and course of study

printed in numbers sufficient to supply all teachers through their Superintendents.

For some time educators have felt the need of some such action as this, in which the legitimate gains of pedagogical science in recent years could be registered in the course of study. This effort to find a true basis on which public school education may rest, and a well organized course of study in which all that much and varied experimentation has proven to be permanently valuable, is a very hopeful sign. It shows that school work in Indiana is becoming professional in a high degree. It also explains the unanimous sentiment expressed by the association in favor of "additional facilities for the training of teachers" and that their training come after the completion of a good high school course, or its equivalent, or, what is more desirable still, after a good college course.

Other topics discussed were: "How to keep the mass of people in harmony with the growth of educational ideas," "Should the course of study in all of the commissioned high schools be the same?" "Should pupils of the high school be permitted to pursue an irregular course?" "The frequency, purpose and mode of conducting teachers' meetings," and "How can the Superintendent make his visits most beneficial to pupils and teachers?"

There were some well-grounded criticisms of the University in requiring a rigid examination in English for entrance, it being held that the high school commission should exempt candidates from this the same as certain other branches which the commission specifies.

The officers and committees for next year are as follows: President, J. A. Carnagey of Columbus; Vice-President, P. P. Stultz of Jeffersonville; Secretary, W. R. J. Stratford of Peru; Treasurer, H. G. Woody of Kokomo.

Executive Committee: T. A. Mott, Madison, Chairman; P. V. Voris, Danville; W. D. Weaver, Marion; J. F. Scull, Rochester; J. W. Carr, Anderson; W. H. Sanders, Rensselaer; E. S. Monroe, Mt. Vernon.

Committee on School Economy: J. N. Study, Richmond, Chairman; T. F. Fitzgibbon, Elwood; W. H. Hershman, New Albany; J. W. Hamilton, Monticello, and State Sup't D. M. Geeting.

Committee to Invite the Department of Superintendents of the N. E. A. to Indianapolis: Superintendents Geeting, Goss and Carr.

In addition to the Superintendents there were several prominent visitors present, all of which took part in the discussions. Among them were G. P. Brown of the *Public School Journal*, W. A. Bell of the *JOURNAL*, President Parsons, Professors Waldo and McCrae of Purdue, and Dr. J. M. Rice of New York. W. P. BURRIS, Secretary.

FORT WAYNE.

The writer recently spent a part of a day in the Ft. Wayne schools. An hour in the high school gave renewed assurance that this is one of

the best managed and best taught high schools in the state. The principal, C. T. Lane, has held his present position for many years.

A visit to the new Clay building showed that Supt. Irwin is a first class architect. The building is very complete and very conveniently arranged. Each one of its twelve rooms admits abundant light from the back and left of the children.

Two schools in the building were visited. In the "baby room" children that had only been in school two months were able to read quite a little in the First Reader, spell all the words used and write them from dictation, and they could use numbers in a way very creditable indeed, for children of their age and experience. Some methods used might not be universally approved, but the results were certainly good. The teacher makes a good school, but can improve it by using only *half* as much voice as she usually employs.

The children in the fourth grade were solving problems. Their work was in good form and they showed good progress for children of their grade. With a little drill on analysis in a simple form they will be all right. The teacher talks to her school in a gentle tone of voice and is certainly doing a good work.

Dr. Irwin is a hard worker and has been connected with the Ft. Wayne schools as trustee and Supt. for more than a quarter of a century. He has largely made the schools what they are.

Y. P. R. C. MEMBERSHIP.

The following circular sent to Sup'ts will be of interest to teachers:

DEAR SIR:—With the bi-monthly examination questions we send you the Young People's Reading Circle membership card, the purpose of which has already been explained to you.

Through the teachers, these cards are to be distributed to the pupils of the various districts. Every pupil reading one or more of the Reading Circle books is entitled to credit for one year's work. When this certificate shows that the pupil, named on the card, has been a member of the Circle four years, he will receive a *diploma* by presenting the card to the county Superintendent. Pupils who were members of the Circle last year, 1894-5, will be entitled to credit on this certificate. Teachers should be careful to keep an accurate account of the membership from year to year.

We send, also, under the same cover, blank reports to be filled and forwarded to the Secretary, and the Publishers of the Reading Circle books. Our purpose in asking for these reports is that we may come in closer touch with the business side of the Reading Circle.

For the Board of Directors,

EMMA MONT. McREA, President.

F. A. COTTON, Secretary.

INDIANA UNIVERSITY.

The Board of Trustees met November 6, 7, 8. They found the institution in a most flourishing condition. The finances of the University

were never in as good condition as now. The following tabular statement from the president's report will be of interest.

FALL TERM	1892	1893	1894	1895
Graduate Students	16	14	29	20
Under Graduates	460	486	585	660
TOTAL	476	500	614	680

There are at present enrolled 129 students who have come here from 37 other institutions of higher education. One year ago there were 94 such students and two years ago only 67.

The Board matured plans for the planting of trees on the college campus. It is the intention to transplant trees from various parts of the state and from adjoining states.

WILLIAMS AND ROGERS, publishers of Commercial Text-books have issued an excellent pocket map of Indiana.

FAYETTE COUNTY—Supt. Glidewell has sent out to his teachers twenty-three suggestive statements.

THE Central Normal at Danville has the largest scientific and pedagogical departments this year in the history of the school.

PROBABLY one-half the counties in the state hold their annual association on Friday and Saturday following Thanksgiving.

A FLANAGAN, of Chicago, issued out a complete list of his *Teachers' Helps* and *School Supplies*. It makes a pamphlet of over one hundred pages.

DELPHI—A lengthy report in a local paper shows that the lower grades, at least, of the Delphi schools are doing excellent work—in "plant study."

POSEY COUNTY held its association, Nov. 29 and 30, at the old historic town of New Harmony. Prof. Elwood W. Kemp of the State Normal gave the evening lecture.

JOHNSON COUNTY.—The trustees have all bought a complete set of the Y. P. R. C. books for each school. Supt. E. L. Hendricks is progressive and knows how to get what he needs for his schools.

PEDAGOGICAL degrees at the National Normal, Lebanon, Ohio, are conferred only upon those who have studied the common branches in that institution, as well as the higher branches in the prescribed pedagogical course.

THE Tri-State Normal, at Angola, is still in a prosperous condition. A recent visit there discovered a chapel full of earnest young men and women, being taught by a faculty made up of mature, experienced instructors. L. M. Sniff is the president.

THE N. E. A.—The Executive Committee has decided to hold the next National Educational Association at Buffalo, New York. Had the eastern railroads granted the usual rates and courtesies, the next meeting would have gone to Boston. As it is, Buffalo is central and will give general satisfaction. The meeting will open July 7.

ALL members of the class of '93 Indiana State Normal, are requested to send name and address to the Secretary, Grace Norwood, 335 North East Street, Indianapolis, as soon as possible. Please state whether you intend to attend the State Teachers' Association or not, as there will be a reunion of the class at that time.

SHELBYVILLE—In October, Sup't Tomlin arranged for a *Flag Day*, with a military band, patriotic speeches, a flag-raising etc., with more than four hundred people in attendance. It is needless to say that the occasion was a great success. Mr. Tomlin has made out a carefully graded course of instruction in Scientific Temperance, beginning with the lower grades.

NEWTON COUNTY teachers held the most successful institute in the history of the county, Nov. 4-8. Dr. Bassett, Arnold Tompkins and Prof. J. C. Dickerson formed a splendid corps of instructors. State Supt. Geeting and W. A. Bell were present a part of the time. Holding institute at this time instead of during the summer proved a very successful experiment. Supt. Pfrimmer is, his teachers think, an ideal manager of institutes.

JULIA RICK, Secretary.

THE Indianapolis Business University is now snugly re-located on the fourth floor of the When Block. Since this building has been remodeled and supplied with a new elevator, this school has finer quarters than any other school of its class in the state. E. J. Heeb, the President, has been connected with the University for eleven years, and he has made it a success by doing honest work and never making promises that he cannot fulfil. It is by far the best school of its class in Indianapolis.

LEBANON.—Prof. Nathaniel Butler, of Chicago University, president-elect of Colby University, Waterville, Me., is completing his second course of lectures here on English Literature. He has a class of about 150. Lebanon has a very complete physical and chemical laboratory. In addition to apparatus and chemicals, it has a two-horse power engine, a wood lathe, an iron lathe, dynamo and grinding stone, all connected with the engine. W. R. Harbison is at the head of the science department. Jas. R. Hart is superintendent.

PURDUE UNIVERSITY has wisely provided for a "Winter School of Agriculture." It will begin January 6 and continue till March 20. The purpose of this special term is to give to those who cannot afford to spend a whole year, an opportunity, to get some valuable information in regard to their work. A number of the most successful farmers of the state have been engaged to give short courses of lectures on their specialties. This term will be worth many times its cost to any enterprising farmer. Write to Prof. W. C. Latta, La Fayette, for circular giving full information.

STREUBEN COUNTY held its institute at its usual time—the second week in November. It was largely attended and the interest on the part of the teachers was unusual. The workers were Dr. Eli F. Brown of Indianapolis, and Mrs. E. E. Olcott of Charlestown. They were

assisted a part of the time by State Sup't Geeting and W. A. Bell. The expressions of satisfaction with the work done were universal and hearty. Supt. Carlin had arranged for *five* evening entertainments, which were all well attended. There are only one or two other counties in the state equal to Steuben in furnishing large audiences for institute lectures.

THE WERNER BOOK-KEEPING, by Edgar G. Lantman, is a new work in this line, just issued by the Werner Co. of Chicago. The author is an experienced teacher and has had several years practice as a book keeper and so combines his varied experience in this system of book-keeping. It contains some new features which are certainly good. One of these is that it combines the day book, cash book and journal in one book. It is simple, economical and frequently proves itself.

HISTORY OF OUR COUNTRY, by Oscar H. Cooper, Sup't Galveston, Texas; H. F. Estill, Prof. in Texas State Normal School, and L. Lemmon, Sup't schools, Sherman, Texas, and published by Ginn & Co. The authors have prepared this book in the belief that there is need of a text book on the history of the United States which represents fairly and impartially all sections of the Union. The authors believe in "an indestructible union of indestructible states" and their book illustrates their belief. The book is a good one and deserves large patronage.

PERSONAL.

J. R. CARR is in charge at Deputy.

B. BRADNER is principal at Hudson.

F. D. GRAY says how thing shall go at Fremont.

THOMAS P. FRENCH has the last word at Hamilton.

J. W. WYANDT is superintendent at Angola this year.

ALBERT J. COLLINS is principal of the Orland schools.

W. L. KELLENBERGER gives caste to the Brook schools this year.

MISS MARY MCCLURE is principal of the Clay school, Fort Wayne.

H. G. BROWN is doing his utmost to make good schools at Pleasant Lake.

WILL FEATHERNGILL is holding a steady rein at Franklin. He superintends the work of nineteen teachers.

ELLIS H. DRAKE is superintendent of the Kentland schools and J. A. Porter is principal of the high school.

W. R. HOUGHTON, well known to many Indiana teachers through his publications, is now principal of the high school at Connersville.

L. M. SNIFF, President of the Tri-State Normal, at Angola was one of the instructors in the Pulaski County teachers' association, Nov. 29, 30.

DR. W. L. BRYAN, Indiana University, has begun a course of six lectures to the Indianapolis teachers. They are being highly appreciated.

GEO. RODGERS is bound in Morocco for the current school year.

J. C. DICKERSON is in charge of the Goodland schools with T. C. Weimer at the head of the high school.

W. C. BELMAN, superintendent of the Hammond schools, is at work earnestly in testing the virtues of Herbart's theories in regard to the correlation of studies in school work.

DR. ELI F. BROWN, of Indianapolis, who is well known as an institute worker, is devoting much of his time this winter to lecturing and is meeting with encouraging success.

MRS. E. E. OLCOTT, of Charlestown, editor of the Journal's Lend a Hand department recently spent an entire week visiting the Indianapolis schools. She expressed herself well pleased with most that she saw.

I. A. HUMBERD, of Goodland, who is giving his entire time to University Extension work in the state, reports that he has organized the work and started classes in over forty towns and villages in northern Indiana.

ANDREW J. MOULDER, superintendent of the San Francisco schools, died a few weeks ago unexpectedly. The school board of that city has elected Madison Babcock, who had served eight years as deputy superintendent, to fill the vacancy. This appointment gives general satisfaction to the San Francisco teachers.

J. H. GARDNER, ex-superintendent of Cass County, is at present engaged in selling the International Cyclopedia. This is an excellent cyclopedia and very desirable in any reference library, and Mr. Gardner is meeting with good success in selling to teachers and school officers. His address is as of old, Logansport.

W. W. PFRIMMER, superintendent of Newton County, gave an evening entertainment at Angola during the week of the institute. His large audience thoroughly enjoyed his recitations. Mr. Pfrimmer recites his own poetry, much of which is in Hoosier dialect, and both the poetry and the reciting are in good form and thoroughly enjoyable. The writer speaks from personal experience.

ARNOLD TOMPKINS, so well and so favorably known to Indiana teachers, was one of the instructors at the Newton County institute held the week beginning Nov. 4. He has seven weeks' work this year in Penn. at \$100 a week and all expenses paid, and has refused others. He reports his work and surroundings in Illinois University, at Champaign, as pleasant in every way. It is to be regretted that he feels bound owing to his position, to give most of his time in institute work to Illinois in the future.

L. H. JONES, superintendent of the Cleveland schools, formerly superintendent at Indianapolis, recently went to Boston to address the the New England Association of Superintendents. While there he was the guest of the Massachusetts Schoolmasters' Club. This was certainly distinguished honor. Mr. Jones is president elect of the National Superintendents' Convention to be held in Jacksonville, Fla. in February next. Indiana always rejoices in the success and achievements of its sons.

BOOK TABLE.

"IOWA SCHOOLS" is the name of the result of the consolidation of the "Iowa School Journal," "Country Schools," and "School Master "

W. E. HENRY, Prof. of Literature in Franklin College is the author of a monogram entitled, "*Literature as a College Study.*" It makes a pamphlet of thirty-two pages and is certainly a profound discussion of the subject. It will be remembered that Prof. Henry spent last year in Chicago University doing post graduate work.

SETH S. AVERY, of Angola, is the author and Publisher of the *Game of Historic Domino*. It is an ingenious game with cards. The cards contain important events and the holder must know the date of the event in order to place the card correctly. The game teaches important events and their relations to one another. Full directions accompany a set of the cards. Write to the author.

THE POLITICAL AND LEGAL HISTORY OF THE TRIAL OF JESUS is the title of a book recently written by W. O. Clough, and published by E. J. Heeb & Co., Indianapolis. This contains the acts of Pontius Pilate, translated from old manuscripts and many other interesting facts connected with this momentous event. Any one interested in this kind of reading will find this book a source of great pleasure. It is sold only by subscription. Write to the Publishers.

THE National Temperance Society and Publishing House, of New York City, can furnish almost anything asked for on the subject of Temperance. It has recently sent out "The Temperance Lesson Book," 52 short lessons, 220 pages. Price, 50 cts. "Alcohol and Hygiene," by Julia Coleman, an elementary lesson book, 234 pages, cloth 60 cts. "Text-book of Temperance" by Dr. Lees, 312 pages, cloth \$1 25. "Alcohol its Nature and Effects" by Dr. Story, 392 pages, 90 cts. This book is scientific and yet written in popular language that the masses can understand.

NEEDHAM'S ELEMENTARY LESSONS IN ZOOLOGY.—A Guide to the study of animal life and structure through the use of familiar types. By JAMES G. NEEDHAM, M. S., Instructor in Zoology, Knox College. Cloth, 12mo, 300 pages. *In press*. This book is designed to be a reliable guide to the *elementary study* of Zoology. It has been prepared to meet a want which the author and many fellow-teachers of Zoology in secondary schools have felt for a guide to the elementary study of the lives as well as of the structure of animals. It has already had the practical test of the schoolroom, and its method has met with repeated and pronounced success. It is published by the American Book Company.

HENRY VIII AND THE TEMPEST.—Edited by Mrs. Emma Mont McRae of Purdue University and published by Ginn & Co., Boston and Chicago. There are the two plays selected for the Reading Circle work of the current year, and for the literary examination of teachers also. Having these two ends in view, Mrs. McRae has given careful study

to the preparation of the book that it might meet the exact needs of those for whom it has been prepared. The "Sketch of Shakespeare's Life" the "Principles of Art" and 'Moral Spirit' are reprinted from the critical commentaries of Henry N Hudson, one of our first Shakespearian critics. Mrs. McRae urges the student not to take the analysis and characterization of some prominent critic as his own but to study the characters and situations in the plays and make his own estimates. Through such study will come the greatest good. A very valuable feature of the book is the "History of the Drama" which begins with very early times and in different countries and is brought down to England and Shakespeare's times.

PATRIOTIC CITIZENSHIP.—By Thomas J. Morgan, Cincinnati; American Book Co. Price, \$1.00. General Morgan was appointed by President Harrison as commissioner of Indian affairs and was formerly principal of the Rhode Island State Normal School. He is doing good service to his country, again, in the writing of this book, which in tone and spirit is intensely patriotic. His method of treating his subject is quite new. The work is considered under the following heads: "Patriotism," "The Flag," "The Discovery," "The Colonists," "The Revolution," "The Nation," "War in the Union," "Negroes," "Civil Liberty," "Religious Liberty," "Population and Immigration," "Citizenship," "Labor," "Capital," "Perpetuity of the Republic." Each subject mentioned is treated by asking such questions as "What is patriotism?" "How can we cultivate patriotism?" "What familiar object is especially suggestive of patriotism?" "Is Patriotism confined to love for one's native land &c?" In reply to each of these questions, the author first states clearly his own views, and then supports his views by quotations from well-known writers including such names as Washington, Jefferson, Lincoln, Grant, Bryce, Lowell, Bancroft, Whittier &c. These quotations form a treasury of carefully selected and classified extracts of great value. The book does not take the place of a history, but is a supplementary volume to be studied and read in connection with history.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 101 Auditorium Bldg., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f.

IF YOU WANT to be successful in business life attend the Indianapolis Business University, the leading Business, Shorthand and Penmanship School. 11-1f

\$75 A MONTH and expenses to competent men and women. Write for particulars at once E. C. MORSE & Co., 56 5th Ave., Chicago. 10-6t.

THE MUNGER.—On another page will be found the advertisement of the Munger Cycle Company. There is no doubt that this company makes the best light wheel in the market. Only the best of material is used and every wheel is "high grade." It always pays to get the best. It is the cheapest in the long run. Call at office or write for descriptive circular.

COMMON-SENSE DUPLICATOR.—Every school-teacher needs one. Easily made at small expense. Try it. Recipe sent with directions. Sent for \$1. Address J. R. NEWLIN, Attica, Ind. 12 t1

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THE BIG FOUR now runs three trains a day, without change of cars, from Indianapolis to Louisville. Try this new route. You can do it and lose no time.

SPECIAL EXCURSIONS to Atlanta, Ga. via Pennsylvania Line.—\$14.25 round trip. Tickets sold October 26, November 5, 15 and 25, December 5 and 16; good ten days from date of sale. Try our New Atlanta Special, leaving Indianapolis 4:45 P. M. daily; Arrive Atlanta 11:15 A. M. next day. Through sleeper from Louisville. You can't beat it. For tickets and sleeping car space, call on agents, No. 48 W. Washington street, No. 46 Jackson Place, Union Station or address,
GEO. E. ROCKWELL, D. P. A.

FIRST-CLASS experienced agents, canvassers and solicitors can reap a rich harvest with the Legal and Political History of the Trial of Jesus, the next four months. Best book for Christmas delivery.
HEEB PUBLISHING CO., Indianapolis.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. Two classes formed each year, one in September, the other in February. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

PENNSYLVANIA LINES.—The best line to Chicago and the Northwest. Pullman Buffet Parlor Car on 10:55 A. M. train daily. Arrive at Chicago 5 P. M. Pullman Vestibule Sleeping Car, starting from Indianapolis on 11:55 P. M. train daily; open to receive passengers every night at 8:30. Arrive at Chicago, 7:30 A. M.

The shortest line to Louisville and the South. The only line running four solid trains Indianapolis to Louisville on quicktime. Leave 3:55 A. M.; 8:20 A. M.; 8:30 A. M.; 3:25 P. M. For full information as to rates of fare and sleeping car space, call on agents, No. 48 W. Washington street, No. 46 Jackson Place, Union Station, or address
GEO. E. ROCKWELL, D. P. A.

THE Bellis Cycle Company, of Indianapolis, manufactures a strictly first-class high grade wheel, and any one expecting to purchase a wheel should call and make examination or send for descriptive circular.

SEE the new advertisement of the Tri-state Normal on another page.

FOR SALE on easy terms, an interest in a live growing Normal School. Good town, best school territory in the Mississippi valley. Property new and cost over \$40,000, well equipped and liberally endowed. Rent and city water privileges *absolutely free*. Large and increasing attendance. An excellent chance for a man with a little money. Correspondence solicited. Address INDIANA SCHOOL JOURNAL.

EVEN THE JANITORS in the Tri-state Normal School, at Angola, secure first class places. See advertisement on another page.

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THE BIG FOUR now runs three trains a day, without change of cars, from Indianapolis to Louisville. Try this new route. You can do it and lose no time.

SPECIAL EXCURSIONS to Atlanta, Ga. via Pennsylvania Line.—\$14.25 round trip. Tickets sold October 26, November 5, 15 and 25, December 5 and 16; good ten days from date of sale. Try our New Atlanta Special, leaving Indianapolis 4:45 P. M. daily; Arrive Atlanta 11:15 A. M. next day. Through sleeper from Louisville. You can't beat it. For tickets and sleeping car price, call on agents, No. 48 W. Washington street, No. 46. Jackson Place, Union Station or address,

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